



A load of cant about schools and industry

On the other hand, any substantial improvement would require the reversal of a trend which has been accepted of late years by the community as a whole...

Schools Council to see that the Industry Project gets to grips with the demand for 'industry across the curriculum'...

Selection or clairvoyance?

Defenders of A levels have often said that, far all their admitted shortcomings, they remain good predictors of final university degrees...

Stop playing Goliath

In the latest of many private and confidential reports prepared on the White Lion Street Free School by officers and members of the Inner London Education Authority...

Why must bureaucrats fight the free school, asks PETER NEWELL

By condemning the free school to almost certain death, Goliath was playing right into the hands of its enemies of all political colours...

Opponents within the authority have tried hard to divide the school from its very many and ardent supporters, by suggesting that our existence was some sort of offensive slur on the dedicated efforts of teachers in conventional schools...

The free school had, after careful planning, put into practice new structures which allowed the theories of child-centred education to be applied without these unnecessary constraints...

The trouble is that too much educational reform and experiment exists only on paper and in the rituals and lectures of academics...

Green Papering over the details

Sir, In your commentary on the Green Paper (July 22), you observe that it 'falls to say what the schools should stop doing in order to do the new things which the Government now believes to be desirable'...

Mum's for sex, religion and the cane

Parents want more sex education, more religion and more discipline in schools. They also want more homework, according to a nationwide survey by the magazine Woman's Own...

More than half went in say in what is taught, which exams are taken, and the discipline which should be enforced in schools...

Union ready to fight any move to scrap the strap

Teachers must still be allowed to exercise their professional judgment in making decisions about the use of corporal punishment...

Quiz starts off FE battle

The struggle for the soul of the further education colleges began this week when staff received an innocuous looking questionnaire from a body of whom most had scarcely heard—the Further Education Curriculum Review Unit...

Councils in wrangle over how to spend grant

Local authorities were not changed immediately. The AMA told the Government to stick to its policy of redirecting the nation's resources to the areas of greatest need...

Why cream of sixth goes sour

At university, the student... and final leave... ill-defined course objectives, infrequent assessment of progress and many lecturers who do not primarily consider themselves as teachers...

The authors conclude that it is useless to try to refine university selection procedures (though there is plenty of scope to improve counselling). But they believe it would be possible to reduce the level of wastage—14 per cent, according to a 1971 survey...

More jobless leavers

Figures released this week show that during the past month the number of unemployed school leavers in the United Kingdom has risen to 253,000, an increase of more than 100,000.

Let's Talk French

From one of our most distinguished language authors comes this new adult French course. Following the same oral approach which has proved so successful in his previous books for schools, Mr. Gilbert has produced a course which sets out to give the adult student a really practical knowledge of everyday French...

French for Business

MALCOLM BOWER and LUCETTE BARBARIN French for Business is a course in everyday business and commercial French. It is designed to give students of various levels of achievement in French oral fluency in dealing with a variety of situations...



Wreckers: Parents and children examine the damage caused by vandals at Glyncorrwg primary school in the Rhymney valley, South Wales, last weekend. The headmistress took an opportunity to show local people the extent of the damage.

Rescue plan

Five teacher training institutions in Wales have been asked to give up 50 places each to allow a sixth college to continue preparing teachers.

Hodder & Stoughton advertisement containing contact information for various language courses and a list of titles.



How well-dressed girls 'paraded' for school in 1959—and how some of them look today.

# How much should that uniform cost?

The Price Commission's report on prices and profits in the trade in school uniforms...

school and where the clothes are bought. He also the case of blazers, which would normally cost £9 or £10, being priced at £17 when braid and a badge had been added.

buy a blazer. Her son also needed trousers, school bag and jacket, reversible football-cum-rugby shirt, shorts and socks and a jumper.

What is considered as basic in a uniform varies from school to school and has changed considerably over the years.

The John Lewis Partnership, who have 17 department stores and one outfitter to 570 schools, said: "The cost of girls' schoolwear has increased by about a quarter over the past 2½ years and for boys by about a third."

Decisions on school uniforms are made by heads and local authorities. Although there is no central control, the Department of Education and Science has written to all chief education officers about the need for simple, inexpensive and hardwearing uniforms, which parents can afford.

Although grants are available for uniforms, they are made at the discretion of I.O.s. Some authorities like the LEA extend their grant of £24 for a girl, and £22 for a boy at 11-plus, 13-plus and 15-plus to pupils who receive supplementary benefits, family income supplement or whose children are entitled to free school meals.

The firm, like many others, also stocks a basic uniform in standard shades. An outfit for a boy, including a raincoat, blazer and PE shorts costs £28.05 for a six-year-old and £41.60 for a 12-year-old. For girls the costs are £34.45 at six, and £47.50 at 12.

A firm advocate of school uniforms is Mr Courtney Rice, head of Ravens Wood School, Bromley, Kent: "It gives the boys a sense of belonging, something which they are proud of."

Recent reports by the Child Poverty Action Group and the Yorkshire Advice Centre Workers' Group have shown up the discrepancies.

Uniforms begin to cost more when they have to be specially dyed, or have extras such as braids added to them. Depending on what is demanded by the school they can easily go beyond £100.

It has helped to create a good impression in the community and among employers. Our boys get jobs by the end of the summer, almost all of them have got jobs this year.

## PERSONAL COLUMN

### John Rae Green Paper? Well, actually, I like it...

The Green Paper has appeared at last. I welcome it. Though its proposals are frequently couched in circumpect and tentative terms...

is most obvious in its discussion of the curriculum, where it is clearly argued that the unfettered freedom to choose subjects from the school menu is in the interests neither of the child nor of society.

Mrs Williams prefers to put the emphasis on finding an acceptable core of subjects rather than on government diction of what that core should be.

The section on the curriculum has two very British failings. It makes the characteristically insular assertion that "it is not true that many pupils drop mathematics at an early stage."

level, we shall have made some real progress. Similarly, the references to modern languages reflect the British inhibitions and myths on the subject.

Despite these weaknesses, the section on the curriculum is the most sensible and encouraging. Of course much will depend on whether this first step is followed by action and how my fear is that the Prime Minister will now move forward.

What is more important than the few teachers I know who have had industrial experience have left their thoroughly disenchanted with it and world than those who have never experienced it.

regard this idea as nothing more than a piece of paper to intro to employers, and the NUT has dismissed it as a pious attempt to tick the Old School Certificate.

There is much else to welcome and admire in the Green Paper, not least the clear statement of eight aims for schools. This journal last week claimed they were agree. In an article in The Times in February, I argued that "we must define as carefully as possible the goals that primary and secondary schools must aim to achieve in the twenty-first century."

The reaction to the Green Paper has not been muted and rather predictable. The NUT continues the problem of resources with the performance of improvements in the present organisation (which is precisely what the Green Paper urges us not to do).

## Literacy tutors at odds over timetable

Two lecturers have been suspended from the Abraham Moss Centre in Manchester, for refusing to work extra hours a week.

Mr Kevin Warner and Mr Ma Frost, from the adult literacy department at the community education centre, had been following a 14-hour weekly timetable for a year, devoting extensive periods to home visits.

Their timetables, which drew up for themselves, were 14 hours. We said we could accept that. They said that we would only way for them to work is to have a 14-hour shift.

Mr Chris Minto, regional secretary of the National Association of Teachers in Further and Higher Education, said the union had asked Manchester local authorities to drop the section.

Lecturers at the centre are normally expected to have 22 contact hours with a class under the terms of a national agreement.

Mr Norman St John-Stevens, Conservative education spokesman, said Mrs Williams has failed to come up to expectations.

He was dismayed at the lack of a proposal to improve the education service, the acute regard paid to parents and their rights and duties, and the "side-stepping" of some of the most vital and controversial issues.

After all the reassurances of the Green Paper, the personal commitment by the Prime Minister to the cause of education, and consultations of a length and variety unprecedented in our educational history, we were entitled to expect more.

Mr Williams had not put forward any plans for improving comprehensive schools. Intellectual standards, discipline and attendance had been ignored.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."

## Short on ideas, say Liberals and Tories

Alan Beith, Liberal spokesman for education, said there was a great deal of common sense in the Green Paper although it was hardly a world-shattering document.

More parents ought to be brought into the governing boards of schools to safeguard educational standards, he said. There was also a need to get agreement on a core curriculum covering basic skills.

Mr Norman St John-Stevens, Conservative education spokesman, said Mrs Williams has failed to come up to expectations.

He was dismayed at the lack of a proposal to improve the education service, the acute regard paid to parents and their rights and duties, and the "side-stepping" of some of the most vital and controversial issues.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."



Reading between the lines? Mrs Williams at the press conference to launch the Green Paper last week.

## 'Missed opportunity'

In the Commons Mrs Williams told critics of the Green Paper that the whole purpose and belief of the Labour side of the House was that they could combine non-selective schooling with high standards.

Mr Norman St John-Stevens, Conservative education spokesman, said Mrs Williams has failed to come up to expectations.

He was dismayed at the lack of a proposal to improve the education service, the acute regard paid to parents and their rights and duties, and the "side-stepping" of some of the most vital and controversial issues.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

## 'Bland' statements and major omissions—TUC

Much of the Green Paper is scathingly attacked by the TUC in a 100-word analysis. Among other criticisms it says "the paper fails to answer the greatest single issue raised in the Prime Minister's Ruskin College speech which launched the Great Debate—namely, what education is for."

The TUC fully supports the Green Paper's view that league tables of the performance of schools can be seriously misleading but says more information is essential to assess how far individual schools are meeting the needs of disadvantaged groups and of local communities.

Without guidance, it says, there is danger that some schools will identify their responsibilities to teach about working life with the short-term vocational needs of their pupils and with the requirements of local employers.

For most working people, school to the end of formal education; most opportunities for further and higher education are closed to them because they lack qualifications.

The Liberal spokesman, Mr Clement Freud (sic of Ely) said the statement was not world-shattering. He was sorry she had not mentioned nursery education in rural areas.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."

The TUC calls for a significant factor in the future of the private sector are very low, but it transmits privileges, and there are indications of a trend towards consolidating the proportion of private school pupils who get top jobs.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

The induction year for new teachers was praised. Fees were expressed that primary and secondary teachers might be trained in separate institutions.

## Prom seats

All seats for the School Prom 1977 at the Royal Albert Hall on November 28 and 29 in the main and upper orchestra and the side aisles between the stalls, seats on the boxes, the arena and the gallery, are still available from the Schools Prom, Room 256, Prince of Wales Theatre, Newmarket Road, Ipswich, Suffolk, IP1 1SU.

## Bureaucracy claims another victim

Mr Gerald Pritchett, 59-year-old director of education at Oldham, Lancashire, resigned this week in protest at "nowledge and non-consuming" corporate management techniques.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."

## Commonsense, but no cash

The National Union of Teachers will publish its reply to the Green Paper later this year after talks. Mr Fred Jarvis, NUT general secretary, said this week that 100 many issues had been raised for quick reaction to be profitable.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

Mr John Horrell, chairman of the Council of Local Education Authorities, said: "The Secretary of State is frank about the weaknesses of the system and the areas where progress must be made."

## Unions blow hot, cold, but mostly lukewarm

Government to talk about the desirability of retraining when, in fact, we often find that local authorities are not spending so much on retraining as they might be.

Mr Francis Cammaerts, president of the union, said it would cost £2m in 1981 to put it into effect.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

The induction year for new teachers was praised. Fees were expressed that primary and secondary teachers might be trained in separate institutions.

Mr Gordon Cunningham, education officer for the Association of County Councils, said the Green Paper was "enriched common sense," although most of it was unexceptional.

The induction year for new teachers was praised. Fees were expressed that primary and secondary teachers might be trained in separate institutions.

The Taylor committee recommendations on school governors, many of which have been accurately looked in the past year, are likely to come in for a rough ride from many teachers and local authorities.

They are a good deal more radical than expected and it is believed that Mrs Williams, who is now producing the report, may well find it difficult to implement some of the more controversial proposals in the face of determined opposition.

One of the committee's most contentious recommendations is that governors should have control over everything that goes on in a school. Although the 1944 Education Act gave local education authorities the power to supervise the curriculum (and to delegate this to governors), this has rarely been used and decisions about the curriculum have been left to the teachers. The Taylor committee wants to change all that and on further.

"We have concluded that there is no aspect of the school's activities from which the governing body should be excluded nor any aspect for which the head and his colleagues should be accountable only to themselves or the L.E.A.," the report says.

"It follows that the responsibility for deciding the school's curriculum, in every sense of that word, must be shared between all levels and between all those concerned at every level." In the committee's view, the concept of the curriculum "comprehends the aim of experience in which a child is exposed at school."

The report proposes that governors should be responsible for setting out the aims of the school, deciding how they should be achieved and monitoring progress made. They would work from drafts produced by the staff (which would themselves be represented on the governing body through the head or vice-head and through teacher-governors). Individual teachers would, however, continue to be responsible for deciding how to teach members of their class.

But all decisions involving questions of consistency of approach and continuity of method are likely to be of sufficient importance to concern the governing body. It goes on. "People outside education have an important contribution to make in how their children are taught. We hope that the governing body will become the forum for considering the suitability of new educational ideas and methods for the school."

The committee is thought to have been in reluctant agreement about the fact that governors should supervise the curriculum. What it disagreed about was how the curriculum should be defined. In the event, it decided to go for the widest possible definition.

This is not going to be popular with the NUT. Its general secretary, Mr Fred Jarvis, said earlier this year that such a proposal would meet with a very critical reception from the union. "I hope the Taylor committee is still undecided about the highly controversial matters and will yet decide to formalize the de facto situation which has obtained for so long so far as teachers' professional responsibility for curriculum is concerned," he declared.

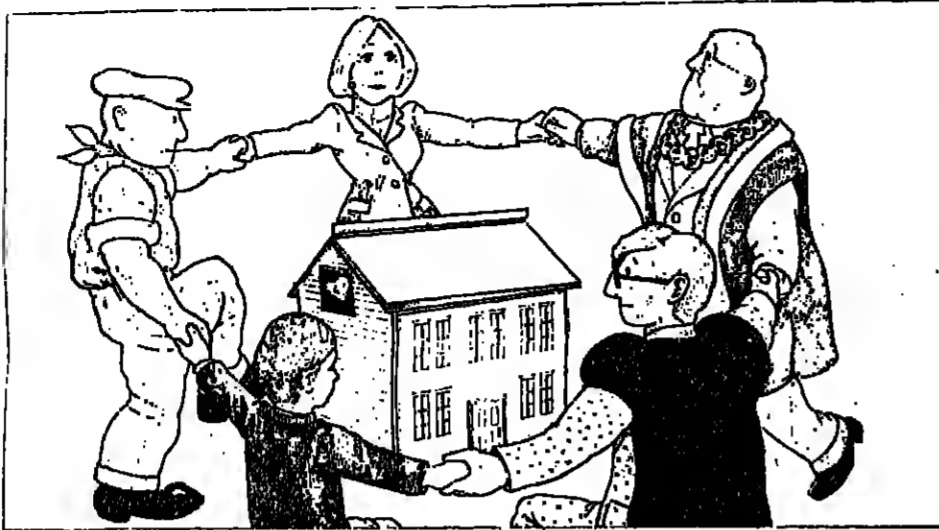
The report goes on to give examples of the kind of interests that governors should seek from the school and community and, in an appendix, suggests the way in which they should be set up. It also suggests a proposal for a curriculum change which would be decided by the governing body.

Individual governors should be able to see classes at work, the report recommends, and the L.E.A. advisory service should be strengthened so that extra support can be given to teachers and governors. Advisers should be regularly available to all schools and governing bodies and ideally L.E.A.s should aim for one adviser to every 20,000 of local population.

Every governing body should produce a general review of its school within four years of the new system coming into operation, and at least every four years after that.

The committee undertook no research of its own but did a visiting and took evidence from interested groups. It found widespread dissatisfaction with the "dominance of governing bodies by political parties" and with governors not exercising control over the running of schools. It concluded that governors rarely carried out the functions they had been given. In many cases they did not. In any real sense, a visit to a school is a visit to a school, not a visit to a governing body.

## Lucy Hodges describes the sweeping changes in school management that the Taylor committee will call for in its report



## Power to the governors

The report proposes that governors should be responsible for setting out the aims of the school, deciding how they should be achieved and monitoring progress made. They would work from drafts produced by the staff (which would themselves be represented on the governing body through the head or vice-head and through teacher-governors). Individual teachers would, however, continue to be responsible for deciding how to teach members of their class.

"But all decisions involving questions of consistency of approach and continuity of method are likely to be of sufficient importance to concern the governing body. It goes on. "People outside education have an important contribution to make in how their children are taught. We hope that the governing body will become the forum for considering the suitability of new educational ideas and methods for the school."

The committee is thought to have been in reluctant agreement about the fact that governors should supervise the curriculum. What it disagreed about was how the curriculum should be defined. In the event, it decided to go for the widest possible definition.

This is not going to be popular with the NUT. Its general secretary, Mr Fred Jarvis, said earlier this year that such a proposal would meet with a very critical reception from the union.

The report goes on to give examples of the kind of interests that governors should seek from the school and community and, in an appendix, suggests the way in which they should be set up. It also suggests a proposal for a curriculum change which would be decided by the governing body.

Individual governors should be able to see classes at work, the report recommends, and the L.E.A. advisory service should be strengthened so that extra support can be given to teachers and governors.

Advisers should be regularly available to all schools and governing bodies and ideally L.E.A.s should aim for one adviser to every 20,000 of local population.

Every governing body should produce a general review of its school within four years of the new system coming into operation, and at least every four years after that.

The committee undertook no research of its own but did a visiting and took evidence from interested groups. It found widespread dissatisfaction with the "dominance of governing bodies by political parties" and with governors not exercising control over the running of schools.

## There is no aspect of the school's activities from which the governing body should be excluded . . .

On the composition of governing bodies, the committee suggests four categories of governor: L.E.A. representatives, school staff, parents, and people from the neighbourhood. To reduce the party political domination of governing bodies, there should be at least two governors in each category.

The first two groups would be appointed, the parents elected, and the community-governors co-opted by the three other groups. This will involve a big shake-up in most governing bodies where the majority of appointments come from L.E.A.s.

The community-governors should include local employers and trade unionists, the report says. There should be a minimum of eight and, normally, a maximum of 24 members on the new body.

## Heads rule okay, Ulster report tells management committees

Every controlled school in Belfast should have its own management committee and the representation of transferors (mostly Protestant clergy) should be reduced, according to the findings of a report by a committee set up by the city's Education and Library Board in January, 1975.

Consideration of the report was deferred by the new board at its first meeting earlier this month. A decision on the proposed new management structure will probably not be taken until September at the earliest.

Since 1963, eight district management committees have been responsible for all the local controlled primary schools in Belfast. The report states, the management committees tended to become almost as remote from the individual school as the education authority.

An interim report two years ago recommended that the grouping of schools for management purposes should be abandoned, but this was opposed by the principals of most of the grouped schools.

The final report suggests a committee of 15 schools will get separate committees (the principals being in favour) and another 40 will be in groups of three or four. A solution along these lines is likely to be adopted.

## Focus on science



## Light for the less able—or is it 'pseudo-science'?

A science project for the less able, condemned by a senior HMI as "pseudo-science" is selling faster than the publishers can print it.

Under the Green Paper proposals, even the least academic would have to do some science. Groups of teachers in the Association for Science Education already facing this problem have developed a set of teachers' guides and copyright-free pupil worksheets on various science topics under the name of the LAMP (Less Academically Motivated Pupil) project.

Launched by the ASE only last April, several topics are already sold out and the orders are still pouring in—over 400 books that have not been written yet. Original print runs were only 1,000 for each topic, but then teachers who needed to have one copy each—not counting extra copies for those who were facing classes of 15 to 25 pupils, poorly motivated and already conditioned to expect to do whatever they did. Absenteeism was common.

One LAMP user is Mr Reoul Guiso. As a new teacher two years ago he had to cope with less able pupils in Spencer Park School, Wandsworth. His problem had been trying to find things to consistently occupy pupils who could not listen or write notes for a whole lesson.

He too admitted that LAMP materials had limitations. They could be derided as "recipes" for science and making it easy for teachers. But a recipe was better than nothing and some help better than no help for a probationer who did not know where to turn next.

The topics were a start—not the full and end all. Cheaply produced and easy to reproduce, they were just a help to a teacher who was on his own—having been there for two previous weeks. And they covered six topics, each containing six weeks' work, on pollution, photography, hygiene, flight, electricity and the human body.

The aim was to provide work for the less able, self-contained units on the subject of science, so that a pupil does one day's work on him—having been there for two previous weeks. And they covered six topics, each containing six weeks' work, on pollution, photography, hygiene, flight, electricity and the human body.

The project relied heavily on worksheets. There were no suitable textbooks for pupils like these and even if there were they could not be allowed to take them home for homework because they would almost certainly be lost.

These pupils found it very encouraging when their worksheets accumulated in their schoolbags. They had to be seen to have done them. They were just a help to a teacher who was on his own—having been there for two previous weeks. And they covered six topics, each containing six weeks' work, on pollution, photography, hygiene, flight, electricity and the human body.

Mr Norman Booth, Staff HMI for Wandsworth, does not think much of what they produced, but he was very happy about LAMP. "There is a danger of producing a substitute for the real thing, but this is a danger of producing a substitute for the real thing, but this is a danger of producing a substitute for the real thing."

## Does the Green Paper's call for 'science for all' mean biology, chemistry and physics will merge into integrated science?

Secondary school science was accorded virtually the same importance as maths and English in the Green Paper last week. Few would contest that alongside English and mathematics, science should find a secure place for all pupils at least to the age of 16."

What sort of science was not specified, though there were hints about the need for a broader style of scientific and technical education and matching school experience to life in a modern industrial society.

In recent months Her Majesty's Inspectors have made it increasingly clear that three separate science subjects are not their idea of a model science curriculum. What they favour is a "unified" science course along the lines of the Schools Council Integrated Science Project (SCISP), and increasingly teachers feel under pressure to produce this kind of course.

The extent to which the HMI's view will result in the wholesale abandonment of biology, chemistry and physics as separate subjects outside the sixth form will depend on the outcome of the wider curriculum review envisaged in the Green Paper. This is due to start at local authority level and will probably result in a circuit-riding of the Department of Education Science giving guidance on the curriculum.

Just how radical a shake-up this proves to be, and the degree of influence the inspectorate and other friends of integrated science have at each stage remains to be seen. But it seems clear already that the moves towards a common core less considerably the chances of separate sciences surviving.

Already HMIs base their assessments of science on a rational basis quite different from the traditional of producing a substitute pseudo-science for the less able and there is some of this in the LAMP materials.

Mc John Nellist, Sunderland's science adviser, criticised the teachers' groups. He argued that LAMP was open to all sorts of criticisms about lack of balance and being "science with no science in it," but in the end it was up to individual teachers to make it work. They had to adapt it to their own schools.

The project's progress has been something of a disappointment so far. Begun in 1965, and with £150,000 spent on development alone, even with the backing of HMI's and local authorities it still has a foothold in about 150 schools.

Originally SCISP was designed as a double O-level subject for the ablest pupils. But three-quarters of the schools now offering it combine that with a double Mods 3 CSE so that it is spread over a wide ability range. While only about 3,500 took the O levels this year it is estimated that something like 15,000 children are following SCISP related courses.

It could, then, provide the basis for common science courses for substantial numbers of 13-16-year olds. And one of its great advantages, according to Mr Mike Lyth, the project's coordinator, is its ability to "squeeze a quart into a pint pot."

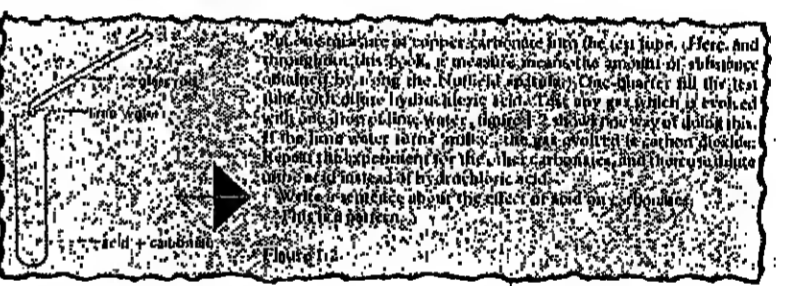
Pupils covered all three science subjects within the time normally occupied by only two options. This is done by concentrating on essential scientific concepts and cutting out a lot of the factual content. Single science subjects were replaced by a few broad, interdisciplinary topics.

Mr Lyth says that the project is still in an experimental stage. He says that the project is still in an experimental stage. He says that the project is still in an experimental stage.

But SCISP is not the only means of squeezing three sciences into the time taken by two. Chemistry and physics can be combined along the lines of the physical sciences O level, for example.

The real argument surrounding SCISP is whether there is any gain from integrating the sciences? Or, as Mr Lyth would prefer the question to be phrased, are there any justifications for continuing to teach them separately?

The project believes that society does not need specialists with facts at their fingertips. What is needed is a flexible and adaptable workforce. The project believes that society does not need specialists with facts at their fingertips. What is needed is a flexible and adaptable workforce.



Extract from SCISP project.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

Extract from LAMP worksheets.

## SPECIAL ANNOUNCEMENTS

**WESTHILL COLLEGE, BIRMINGHAM**  
**CONFERENCE ON CAREERS IN EDUCATION**  
 An initial announcement for all who are concerned with Careers in general and Careers in Education in particular.  
 An important one-day conference has been organized at Westhill College, Birmingham, on September 19, 1977. It is hoped that the whole climate of teacher supply and demand may be questioned and discussed.  
 The main speakers will be Mr J. Grey, President NUT, and Mr G. T. Fowler, M.P.  
 Further details may be obtained from Westhill College, Careers in Education Conference, Westley Park Road, Selly Oak, Birmingham B29 6LL. Telephone 021-472 7245.

# Examiners resign in row over rejected CSE syllabus

by Jonathan Croall

The rejection of a CSE English syllabus by a London examination board has led to the resignation of the chief examiner and the chairman of the English subject panel.

The board is the Metropolitan Regional Examination Board, which serves schools in inner London, Croydon and Newham.

The Mode 1 syllabus, the first to be turned down by the board, was rejected after 18 months' work by the English panel, a convoluted series of discussions between the panel and the board's examinations committee, and despite nearly unanimous support at public meetings from local teachers. No official reason has been given for the decision; schools have simply been informed that the existing syllabus will run for a further year.

The unit which has resigned in protest are Mr Brian Wilson, the chief examiner, and Mr Brian Coxall, who chairs the English subject panel.

The conflict appears to centre around the weighting given to course work in the new syllabus; but there are suggestions that employers' anxieties about CSE, and to be included, have influenced the decision of the board's examinations committee. During a recent open meeting at the ILLA English Centre many of the 70 teachers present expressed alarm at the suggestion that the board would not now approve any Mode 3 English submissions which contained more than 50 per cent course work.

The syllabus which sparked off the row was first proposed in 1974. The board's English panel set up a working party to revise the existing syllabus for the late 1970s. All schools in the region were invited to submit evidence; the working party looked closely at the syllabuses of other boards, as well as at the Bullock report's recommendations on examination techniques for

with the support of the chief examiner suggested a compromise, whereby the literature course work would be marked by the board's examiners, not the teachers. Though this appeared to meet the principal objection to syllabus B, the examination committee rejected the idea, and shifted their criticism on to the course work itself, rather than the means of its assessment. They also raised the question of cost. The syllabus was officially turned down.

Both Mr Wilson and Mr Coxall make it clear they have resigned because they feel their professional judgement has been impugned. "I virtually promised teachers that it would go through," said Mr Coxall. "The panel had come to a professional opinion about the syllabus. I'm not complaining about the examination committee, but they don't have an English expert."

The controversial syllabus seems to have got caught up in a general opposition to the English examination board of the credibility of CSE in the eyes of its users. Ms Diana Stiles, head of Epsom School, Twickenham, and the only member of the English panel to disagree over the weighting for course work, said: "Syllabus B was an English Centre meeting. Education is moving into a buyers' market; it must have credibility with employers and those in higher education. Pressures will be on to put these children in for Q level, and we know what an onerous awarding experience that is." She urged that "London teachers must press for an extension in credibility for CSE."

Mr D. H. Boori, secretary of the examination board, agreed that the public image of CSE had played a part in the committee's decision. "There has to be a limit on the proportion of work which can be internally assessed. There is a certain amount of information available which leads one to believe a greater weighting given to internally assessed, externally moderated work diminishes the credibility of the examination." Asked for details of this information, Mr Boori added: "I wouldn't wish to be specific."

At last week's meeting Mr Coxall said it was "non-sense in respect of course work with bad standards."

# Why Britain's best steer clear of industry

by Mark Jackson

The answer for getting more talent into engineering lies with industry itself, according to a top Whitesell report.

This is the main conclusion of the Muller report, a discussion paper produced by a group of senior civil servants after an 18-month study into the relationship between education and management performance. Sponsored by the Department of Industry and headed by one of its under-secretaries, Miss Anne Muller, the study group included Treasury, Employment and Central Policy Review ("Think Tank") Staff, together with DES planners and inspectors.

Rumours spread earlier this year that the high-powered group was coming to controversial conclusions about industry and education and there were demands from Conservative MPs for prompt publication. In fact, the final report is overwhelmingly bland.

It says there is evidence that British managers tend to be less qualified in academic and vocational terms than their continental rivals and that industry does not attract enough of the more able recruits into production management. It lists the main obstacles to be overcome as:

- Industry's poor image—not always undeserved.
- Adequate recruitment and careers development policies.
- A relative lack of incentives.
- The academic bias of much of the educational system.

Attitudes towards industry, and to manufacturing in particular, says the study group, are less favourable in Britain than in several other industrialized countries and are reflected in our educational system. In turn, they are reinforced by the relatively poor performance of manufacturing industry.

The report blames the situation partly on Britain's culture—its failure to develop a systematic technical culture alongside arts and sciences—and the general approval of the amateur tradition.

The consequences are that pure science and academic work have a higher status than applied science and vocational work; Britain lacks the technical and vocational aptitude of the kind that exist in the US, France and Germany; and there is more interest in the theatre.

# Jobless teachers can now retrain

Two colleges of education are putting on courses for unemployed teachers to retrain as teachers of commercial studies. It is students completing the course are unable to find jobs, they will be qualified to work in offices.

The courses will run from September at Dudley College, West Midlands, and from next January at St Albans College, Hertfordshire. The courses will be particularly suitable for married women retraining who are having particular difficulty in re-entering the profession as primary or secondary school teachers.

Mr M. E. Cleasby, deputy director of Crews and Alsager College of

# 'Discrimination' over age of retirement

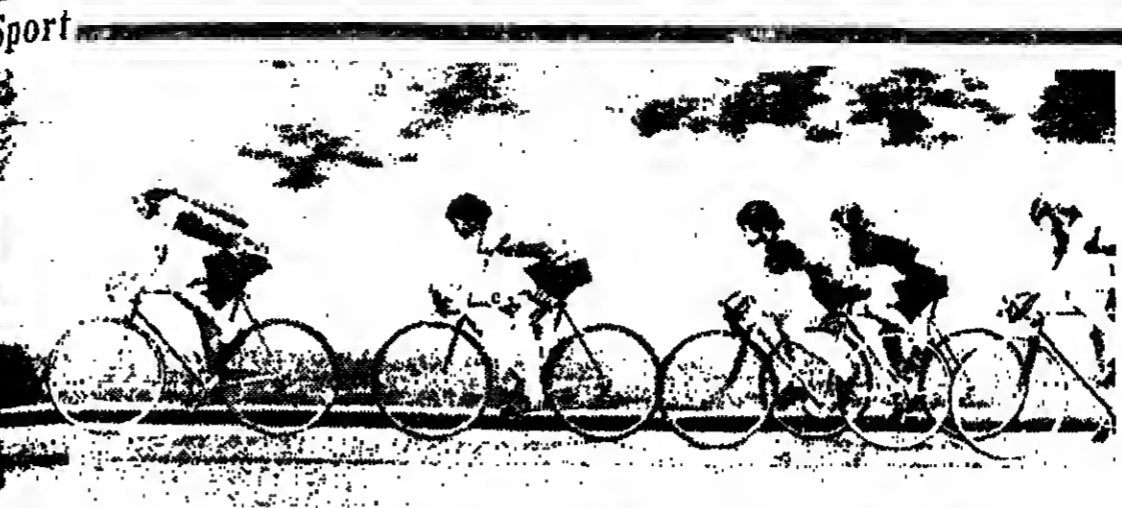
The fact that a 51-year-old woman might be prevented from making a claim of unfair dismissal on the grounds of age, whereas a man of the same age is not, was argued, unjust, and a glaring example of sex discrimination or could be found, the Employment Appeal Tribunal said last week.

They dismissed an appeal by Miss Miriam Nohman, a teacher from a decision of a London industrial tribunal last January that they had no jurisdiction to hear her complaint of unfair dismissal against her employers, Barnett Borough Council.

Paragraph 10 in the Trade Union and Labour Relations Act 1974 provides that the right not to be unfairly dismissed does not apply to the dismissal of an employee from any employment if the employee is dismissed on or before the effective date of termination, and the age which in the undertaking in which he was employed, was the normal retiring age for employees holding that position.

If a man, attained the age of 65 or if a woman, attained the age of 60, Mr Justice Kilgob Brown, reading the judgment of the Appeal Tribunal, said that the Tribunal was not exercising an anomaly. The normal retiring age in the teaching profession was the same for men and women 65, but for a teacher, that age was 60. Miss Nohman, who was 51, had had her dismissal on the grounds of her colleagues might not. The Appeal Tribunal had to apply the provisions of an Act of Parliament which appeared to discriminate against women.

The Appeal Tribunal approached the case on the footing that the normal retiring age for men and women in the teaching profession was the same, and that the provisions of the Act should be applied as if they were. Miss Nohman had previously had a judicial finding of fact that she was dismissed on or before the effective date of termination. The Appeal Tribunal would not review that finding.



Schoolboys at speed in the junior cycle race during the Hyde Park Jubilee Sport-for-All weekend.

# Sharron shakes W Germans

Stanley Leveson

Sharron Davies, the 14-year-old English sprinter who dominated the Amateur Swimming Association championships at Leeds last week, scored an astonishing victory over a member of the Green field youth squad at an international race in Darmstadt, West Germany.

Despite a recent injury which halted her training, Miss Davies, of St. Dunstons School, won five events, including the 100 metres and the 50 metres freestyle and medley relays.

In the under-15 100 metres freestyle she was head of a phalanx of British girls, including the 100 metres breaststroke, the 50 metres butterfly and the 100 metres medley. The order in the 200 metres breaststroke, 200 metres medley, 50 metres butterfly and 100 metres freestyle was: Sharron Davies (Greenfield), Miss Davies (St. Dunstons), Miss Davies (St. Dunstons), Miss Davies (St. Dunstons), Miss Davies (St. Dunstons), Miss Davies (St. Dunstons), Miss Davies (St. Dunstons).

# England's athletes best of four countries

England's school athletes again overwhelmed their rivals from Wales, Scotland and Ireland in the annual Commonwealth International Swimming Competition in York, Somerset.

In the 40-event competition, the English girls won with 157 points ahead of the Irish (106), Welsh (93) and Scots (70). There was an 800 metres record to 2 mins 56 secs, England's (227), Ireland's (242), Scotland (215), Wales (170). The outcome was not surprising in view of some of the fine performances at the English schools championship held a week earlier at the new Olympian all-weather track at Caxton Stadium, in London.

Among these were some fast times, helped by a strong wind. In the 100 metres, the new Olympian record of 1 min 24.5 secs, set by the 12-year-old English schooler, Miss Elliott, who cleared 6ft 8in at the Commonwealth International.

# Prizes for pupils and schools

Three schools and six pupils won prizes for their contributions to the 'Tomorrow's People' campaign launched last October by the Physical Education Association and sponsored by the National Westminster Bank.

The aim of the campaign is to encourage and find schools with a curriculum which helps school-leavers towards a better understanding of the link between physical and health education.

As the coming time school-leavers were asked to give their view of physical education's contribution to self-round health.

The successful schools were Ashburton High School, Croydon, Surrey; Channing School, London; and Devon County School, Devon. This has earned each school £200, plus £50 to the heads of physical education plus a kit voucher from Schools Abroad Ltd.

The awards were presented by Mr Cliff Morgan, head of BBC TV Outside Broadcast, who also made presentations to the successful pupils who each received £30 plus a cruise to the Soviet Union, on board the SS Uganda, offered by British Indian Educational Cruises.

# Dulwich take Golf title

Dulwich College, London, won the annual London schools invitation golf tournament, held recently at the Fulwell Golf Club, Surrey. It was Dulwich's first win in this event since Peter Oosterhuis played for them a dozen or so years ago.

The Dulwich male team, led by Paul Verne, of St. Paul's School, London, C of Albantons, Cranbrook School, Kent.

The Dulwich male team, led by Paul Verne, of St. Paul's School, London, C of Albantons, Cranbrook School, Kent.

The Dulwich male team, led by Paul Verne, of St. Paul's School, London, C of Albantons, Cranbrook School, Kent.

# Newcastle upon Tyne Polytechnic

A new combined studies degree about to start in September which aims to promote understanding of the Arts and develop awareness of their function in modern society.

Students will concentrate on a major study in drama, music or the visual arts and will look at relationships between the Arts and the community. Also, a minor option will be chosen from dance, experience of writing, film studies and innovation in performance.

Community involvement is one of the degrees' strengths. And as an added attraction, the BA programme incorporates a steady stream of visiting artists and performers.

Further details from: Public Relations Officer, Euron Buildings, Ellison Place, Newcastle upon Tyne NE1 6ST.

# COURSES

**BSc Life Sciences**  
**BSc Physical Sciences**  
**BSc Mathematics**

(Years 1 and 2 available of Chesham and Stratford)

The above CNAAs awards (Honours or Unclassified) can be gained by teachers possessing a suitable qualified teachers certificate in 3/4/5 years, using an attendance pattern which requires not more than one afternoon per week release from school duties.

Further details may be obtained from:  
The Science Faculty Registrar, RAH 200  
North East London Polytechnic,  
Romford Road, Stratford, E15 4LZ. Tel: 01-556 0811 Ext. 40.

**NELP** North East London Polytechnic

**The POLYTECHNIC WOLVERHAMPTON**

New Courses 1977

**BSc and BSc(Hons) in Combined Studies**

A three year modular scheme with choice of studies from the Natural Sciences, Technology and Social Sciences.

**BA and BA(Hons) in European Studies**

A four year interdisciplinary course in the Social Sciences (economics, history, politics) with the study of one European language. The third year is spent abroad.

For application forms and further details please telephone the Admissions Tutor for the relevant course at 0902 27871, or write to him at The Polytechnic, Wolverhampton WV1 1LY.

**EXPERT HOME TUITION FOR G.C.E.**

and professional examinations (A-levels, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship).

Our exclusive methods of Home Study have brought 295,000 examination successes, many first places. As every course is complete in itself no textbooks are required.

**FREE 100-PAGE BOOK**

Send now for a free copy of 'Your Career', packed with vital facts on a successful career.

**THE RAPID RESULTS COLLEGE**

DEPT HOME TUITION HOUSE  
1700 BURNING CROSS RD  
24-hour Recording Service 01-946 1323  
Prospectus only

Accredited by the Council for the Accreditation of Correspondence Colleges

**Wolsey Hall**

Founded 1894

**SCHOOLS PROM 1977**

ANNOUNCEMENT

**ROYAL ALBERT HALL**  
NOVEMBER 28, 29

Would readers please note that the following seats have now been sold out for both evenings:

**SIDE BALCONY MIDDLE ORCHESTRA**

Tickets for other areas in the hall are still available.

For information and bookings forms please write to the T.E.S. Schools Prom, Room 256, New Printing House Square, Group's Inn Road, London WC1X 8EZ. Tel. 01-337 1234

# TES special offer Bay of Naples holiday

There has been a big response to the TES special autumn Bay of Naples/Pompeii holiday offer, details of which were given in the TES on June 24.

This is a week's holiday (October 23 to October 30) which coincides with half-term in many places—at an inclusive cost of £119.

Readers have pointed out that in some parts of the country half-term dates have been altered as a result of the Jubilee holiday, so we have decided to arrange a second departure on October 30 (October 30 to November 6). This will be subject to a minimum of applications, but given the response of the first offer we are confident of success.

The content of the tour is identical to our first offer and comprises:

- Direct flights London Heathrow-Rome and return.
- Coach transfers Rome-Massafra and return.
- Seven nights' half board in the Hotel Maria.
- A guided tour of Pompeii and Herculaneum.
- Services of an experienced courier throughout.
- Inclusive cost—£119.

For complete details of this TES special offer please complete and post the coupon below.

**TO PAGE AND MOVE LIMITED: PLEASE SEND ME DETAILS OF THE TES HOLIDAY OFFER. POST TO PAGE AND MOVE LIMITED, 136-138 LONDON ROAD, LITCHFIELD B22 1EY.**

NAME .....  
ADDRESS .....  
LONDON BOND BOUC  
ATOL 133BC

TES/POM/JULY/77 DT

UP/136/138

# Thomas Cullill on moves to shake up New York's tottering education administration

## Making sure someone carries the can

NEW YORK The woes of the New York city school system have become so endemic that New Yorkers receive the news of fresh disasters with numb acceptance. No one (except perhaps some spokesman for the teachers' union) pretends any longer that the school system is working.

Mayor Abe Bloome wants to dismantle entirely the New York City Board of Education, which, for better or for worse, has always run the school system.

There is no doubt that the current state of affairs is horribly inefficient. The Board of Education is an incomprehensible labyrinth that sits in Brooklyn and costs the city nearly a million dollars a year for its operations alone.

Each member receives a salary of about \$30,000 a year, unlike heads of departments in other parts of the city who are usually composed of "prominent community leaders" who receive no remuneration.

Another unusual feature of the New York Board is that it involves itself not only in policy but also in day-to-day administration. This peculiarity makes it extraordinarily difficult to fix responsibility when things go wrong—widespread as they do.

Mayor Bloome's plan calls for a commissioner of education, appointed by him, as a replacement for the current structure. Of course, the new commissioner would immediately bring into being a new bureaucracy that might be no more efficient than its predecessor. A commissioner, however, would certainly become a focus for responsibility.

Such an appointee would also be notably more responsive to the mayor's wishes. Since education takes the largest share in the municipal budget, a one-man overseer could go a long way towards helping the mayor balance his budget by making further cuts in education.

Educators throughout the country are observing with interest the progress of the mayor's proposal, which must be approved both by the city council and the state legislature. It is taken for granted that New York City, in better times, has the margin of many new developments, is now a good early index of the future doom of other municipalities.

There has been bad news for the Board on another front. The city comptroller has released a report showing that while New York City has perhaps the highest annual per-pupil expenditure in the country—\$2,634—in reality it spends "substantially less" on actual instruction than the national average.

This is because the New York system is top-heavy with out-of-school administrators—some for every 208 students, as against the national average of one for every 632 students. According to the comptroller's report the city system is "inefficient, ineffective, and overly bloated with administrative employees."

# Main Budget increase to go on additional staff

PARIS The new French education budget which will go before the National Assembly in the autumn calls for an expenditure of just over 63,000 francs (£7,412m) in 1978. It represents 16.50 per cent of the country's national budget.

This sum does not take into account the 1977 cuts to 3,100m francs, or the new measures to bolster private education voted by deputies just before the parliamentary recess.

These measures have to be ratified by the Senate in September and the government has left the actual costs of these grants and subsidies to be worked out by parliamentarianism.

The 1978 estimate is an increase of 10,000 francs over the 1977 education budget. Some 85 per cent of this will go towards providing extra teaching staff. Provisions are made for 7,400 new teachers and employees within the state school system. Now posts have been created for 650 primary teachers, 1,300 for secondary teachers, 2,000 replacement teachers, 180 directors, 520 new school inspectors and 535 fresh administrative posts.

The Government has been driven into providing more teachers because of Education Minister M René Haby's new reforms.

The contradiction between grants to private schools for building and equipment purposes while cutting down on state system building is bound to come trouble in the autumn. This is why the Government has left the actual costing of the private school project to be worked out by Parliament.

The upheaval in the French educational system and the new programme due to get under way in 1978, will be a great extension of the goodwill of the teachers to carry out the reforms.

But at their annual delegates meeting this month the National Federation of Teachers came out openly with plans to boycott unofficially M Haby's reforms by ignoring many of the directives.

# Selective schools under fire

SYDNEY The New South Wales Government has aroused public opposition with its plan to phase out several schools set up for talented students.

The so-called selective schools cater for about 3 per cent of pupils in Government secondary schools.

They were originally set up many years ago for brighter pupils by the Government school system. However, there has been some criticism in recent years that this standard had been lowered by permitting children of former pupils to attend the selective schools provided they met a minimum academic standard.

The State's present Labour Government is committed to a policy of establishing coeducational comprehensive high schools.

It has now published a report by an Interim Department committee on the selection of educated children. The report recommends the phasing-out of the selective schools and the introduction of other methods to help talented students.

These would include special courses for teachers, flexible working time for teachers to cover activities outside normal hours; an advisory committee on the education of the talented child; and special interest centres for workshops, seminars and out-of-school activities.

The Australian Teachers' Federation has decided to organize protest rallies in all States against the Federal Government's decision to freeze spending on Government schools next year.

# Young workers and the shy researchers

Paul Moorman on why so little research is being done on 16-19 year-olds at work

ATHENS Over 100,000 Greek children over compulsory schooling age in secondary school this year have been sitting examinations to enter the lycées established for the first time under the reformed educational system.

Under this system the old gymnasios have been divided into three-class secondary schools followed by three-class lycées. There will be three types of lycées: general and university, which will lead pupils into university without examinations, and vocational which will give training to school-leavers who do not wish to pursue or are not qualified for college studies.

In this way the process of selection has been advanced to coincide with the end of the nine years of compulsory schooling. In primary, three in secondary—rather than at university admission level.

One aim is to relieve congestion in Greek universities which can accommodate only one out of six applicants. Another is to improve the chances of those inevitably left out to qualify for a job or graduate with a technical career in vocational schools.

For the general and classical lycées (which will teach mainly philosophy and theology), there will be three principal subjects (ancient Greek, composition and mathematics) and one secondary (physics or history). For the vocational lycées there will be three subjects: mathematics, science and one secondary (chemistry or geography).

Critics of the new system argue that this is a step in the wrong direction. It is a step towards a more technical career to suit economic requirements.

The system, they add, also gives no unfair advantage to the children of wealthier classes who can afford to give their children better schooling and private tuition to qualify for the lycées.

However, even these critics agree that this is a major improvement over the disastrous results of the previous system. The inability of Greek universities to absorb more than 14,000 of the 80,000 candidates who completed each year left a vast number of school-leavers out in the cold, completely unqualified for any kind of higher education.

The effects of the previous system will become even more evident by 1980 when there will be 130,000 university students for 85,700 posts that will be available in such fields as medicine, engineering, agriculture, law and political sciences and the humanities.

# Testing: are standards being tightened

VERONA The failure rate in Italian schools has risen sharply over the last year. Some schools are reporting a 10 per cent increase in the number of pupils who fail to pass their examinations.

This tendency has been confirmed by the Ministry of Education, which, despite political pressure, has so far refused to open an official inquiry into a pattern which seems to indicate general tightening up of the criteria for assessing pupils' progress.

Pupils from schools in the south of Italy, and particularly in Sicily, appear to have been hit hardest, though it has been noted that in technical schools throughout Italy (in which the majority of pupils come from working class backgrounds) the failure rate has also risen.

The increase in the school failure rate has given rise to much speculation. One theory is that a re-

# Testing: are standards being tightened

from Dalbert Hallenstiel

The failure rate in Italian schools has risen sharply over the last year. Some schools are reporting a 10 per cent increase in the number of pupils who fail to pass their examinations.

This tendency has been confirmed by the Ministry of Education, which, despite political pressure, has so far refused to open an official inquiry into a pattern which seems to indicate general tightening up of the criteria for assessing pupils' progress.

Pupils from schools in the south of Italy, and particularly in Sicily, appear to have been hit hardest, though it has been noted that in technical schools throughout Italy (in which the majority of pupils come from working class backgrounds) the failure rate has also risen.

The increase in the school failure rate has given rise to much speculation. One theory is that a re-

# Sixth forms: don't write us off just yet

Your article on alternatives to the sixth form ("Which way is the sixth form?", July 15) was a very interesting one. I was particularly interested in your suggestion that the NPER would shortly be implemented whatever the cost.

It is, perhaps, significant that in the multitude of statistics in your article, little mention is made of the success in placing students from either sixth-form colleges or tertiary colleges. It would be interesting to discover, for example, how many employers have contacted a sixth-form college or tertiary college, and how many of these have not themselves assisted towards qualification.

Confirmitation of the links in your article was evident in the section on the "smooth transition" from school to college: ordinary schools

as well as sixth-form colleges are able to offer "the safe, secure, protected world" and many schools surely give the 16 plus students "a fresh start and often a more adult world... where they can grow up a bit, wear that they like and take charge of their own affairs."

If the comparatively new concept of the comprehensive school is to be given time to grow, show its benefits and evolve through the industry and imagination of those who work in it (the staff or pupils), it would surely be nonsense to deprive them of it. The fact that the sixth form—whose value to the whole institution can be so great. Similarly, while you may admit that well-qualified teachers may be lured to the sixth-form colleges, you fail to include the fact that many a teacher's satisfaction comes from teaching different age groups, and adapting teaching styles to suit. A good teacher is a good teacher, whatever kind of establishment he or she works in.

L. E. FRYER  
The Halsey School,  
Hemel Hempstead, Herts.

# Look again before leaping into the CEE

There are many in further education colleges who would probably agree with the view of the Association of Principals of Sixth Form Colleges (July 1) that students are a high priority in the CEE. Many have argued for more than a decade and research evidence supports the belief that young people, and especially those in the CEE target range of ability, need to be given a "chance" to enter the adult world that is normally pre-

# A college base is best...

In our college we have tackled the problem of relating theory and practice in a different way and have extended the guidance given to students in school beyond the expectations of the school curriculum. During their first year each BEd student spends a day every fortnight with one class of primary school children and their teacher.

Members of the college staff have been allocated to the school community as part of their normal duties. Continuous assessment as practised there, means frequent major tests in all subjects from the age of six onwards. This means not only that the pupils are in an almost chronic state of exam panic; but also that they are only ever tested in a small part of one year's work—which they don't forget.

The all-important *Aditur* (multi-year entrance) may depend on how they happen to answer questions in a 15-minute oral questionnaire. It is the quality of their transfer to the next class through their school careers depends on the overall mark obtained in all the tests in all the subjects throughout the year. This means that one subject can cause an otherwise able child to repeat a whole year's work in all subjects.

And yet pupil-teacher relationships are often better than here. And the system has advantages. Those who complete a given number of classes can justifiably be deemed to have achieved a valid standard of all-round education. It would be interesting to find out how many German children leave school without a valid qualification in any subject. It is a pity that they have not been successful in completing a minimum of nine years' schooling (even if it took 1000 more than nine years to do it)—with the number in this country who leave without any qualification at all.

Our own system leaves a good deal to be desired, and I feel we can learn positively as well as negatively from the German system. This I would advocate an abolition of teacher-assessment in O and A level grades. There are able pupils who regularly under-achieve in exams. It should be possible to upgrade them if they have performed well over the years.

Conversely, I feel the German schools might benefit if they followed our example in some respects: for instance, if they did not base their assessment entirely on *Klassenarbeiten* but on their pupils' normal work; and if they instituted oral examinations in addition to written ones. I should like to be solely responsible for assessing my pupils' work. On the other hand, I feel that when I have taught them for years, my opinion of their ability and achievement should count for something.

IRENE GILL  
25, Redhill Close, Maidhead.

# Fuller say for I.e.a.s on Schools Council

Sir—Articles commenting on the Schools Council's debate on its reconstructed future, quotes Fred Jarvis as saying, "It's a struggle for power". How unjustifiably frank but close to the mark.

It seems equally unjustifiable to recall that the I.e.a.s and DES pay the council's affairs, and the balance of power in the council's senior committees reflects their views and provides them with a more effective order than the present structure.

Your comment on the local authority representation of the and of the recent Governing Council meeting ("If they care so little about the problem of giving local education authorities a much more effective opportunity for full involvement with their partners in curriculum development and in the sense that allowing for proportionately greater lay participation in the non-professional affairs of the council. GORDON CUNNINGHAM, Education Officer, Association of County Councils.

# Boarding—across the board

Sir—There is an urgent need for a national policy on boarding education. As John Rou pleaded (TES July 15). This will be readily agreed by all who are concerned with children who need boarding. The policy must not, however, be based firmly on the maintained sector. It should be framed with regard to all available facilities, including independent boarding schools which already receive children in need and are willing to receive more. To make greater use of these schools is the best course for the government, could take.

It would also appear to be the most expensive. The cost of boarding in local authority boarding establishments in the school year now ended was £300 a year or more in excess of the fee for board in a considerable number of independent schools.

It is high time that those who have been swayed in their thinking by alleged "public school overtones of boarding" ignored almost all that has been written describing boarding schools since the 10 years ago and took a fresh look at independent boarding schools as they are today. They would then see the advantages to children in need of government boarding into a true partnership.

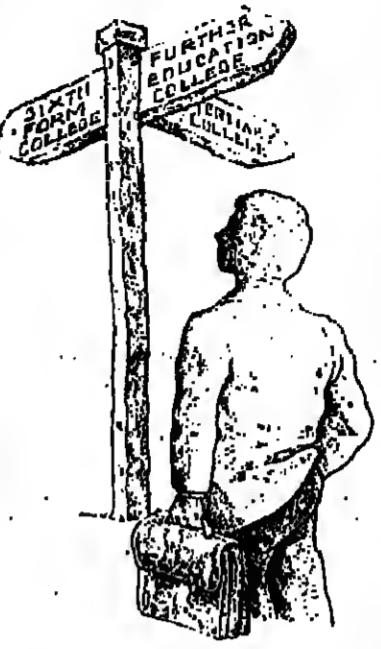
Charities, churches and schools would respond positively to a move made by the Secretary of State in this direction.

MICHAEL ROBERTS,  
Methodist Colleges and Schools Committee.

# Earlier to BED

Sir—You reported (July 8) that Wolverhampton Polytechnic has just designed and had validated by the CNA's the first BEd for further education teachers. At Sunderland Polytechnic in January 1973 we entered the CNA's first preliminary BEd degree course and in January 1974 we added a further option to the existing three applied education options of "The Young Child", "The Middle School Child", and "The Adolescent". We can therefore claim to have designed a BEd for further education teachers a long time ago.

We have just submitted a revised BEd and BED with honours course to the CNA and expect our second qualification in January 1978, five years after Wolverhampton. P. E. F. JONES, Sunderland Polytechnic.



السلامة

# Running Wyld

Betka Zamoyska visits a progressive school which has no headteacher, and a policy of taking children labelled as troublemakers by other schools

Three miles from the Dorset coast is a Victorian Gothic village, which has been a haven for many children, after five, six or even more changes of school.

Monkton Wyld was started as a progressive boarding school in 1940 by Carl and Eleanor Urban, who taught under A. S. Neill at Summerhill. They moved to Dorset, and with a small group of like-minded teachers, built up Monkton Wyld on the Neill principles.

The school does not have a headmaster. Day-to-day matters are decided by a parliament of pupils and members of staff.

Each student has his or her timetable of subjects chosen for study. Although some guidance is given by the staff, the students decide what they want to learn.

Since the early days, when the progressive minded middle classes sent their children to Monkton Wyld, the school's

intake has changed considerably. The staff believe their original type of parent has been hit by financial hardships, and is unable to pay the £430 a term school fees. The increasing freedom and informal teaching methods of the more advanced comprehensives may also, they believe, account for the dwindling number of middle-class pupils.

The school has also had its setbacks. In 1971 there was a police inquiry concerning sex and drugs on the premises; staff and children were kept under supervision while some of the pupils were interrogated. Three children were found in possession of cannabis. Girl students were threatened with medical examinations following close questioning on their virginity, but in spite of the rigours of the police examination, none of the rumours about drug trafficking or sex orgies proved to be true.

Today the police would probably be told quite wrongly by some girl students that they lost their virginity long before they set foot in the school. Several claim to be victims of rape. Most of them admit to having been labelled as "unmanageable" by teachers or parents.

"I went to six schools before I came here" said Stella, just 14. "I got thrown out of

two of them and ran away from the others."

After being branded as "no-goods" and troublemakers by successive schools, most of the students at Monkton Wyld are grateful to find a community that is prepared to accept them, and where they are not regarded as abnormal. They are also relieved to find there is no rigid discipline.

"There aren't people telling you not to do things the whole time like there are in most schools," said Stella. "It was all the stupid rules that got my back up, things like not being allowed to wear certain types of shoes. I like all the staff here, especially Dave, our mathematics teacher, who teases him a lot, he's like a big brother."

The six full-time members of staff are called by their Christian names. As well as teaching academic subjects, they organize sports and activities, such as woodwork, bookkeeping, animated film making, gardening and singing. The sports are not compulsory, but students are expected either to do arts and crafts, games or private study during the afternoons.

In the mornings there are two sorts of lessons: "orals" or "workrooms". In the "orals" students take part in discussion groups

or the staff give them verbal tests. "Rooms" are mainly concerned with practical work.

"For the first few weeks here we insist on students attending classes," said Cliff Cooke, who teaches English. "But we don't let them around the passages. If they work orals we encourage them to take part in arts or crafts activities. Once they are involved in something they are easier to get them interested in subjects."

"If, after the first few weeks, a student still refuses to do anything, we have a meeting and talk things over with the person concerned. Eventually we have to decide that this is not doing any place for a particular student, but the very last resort. Usually we only do one case of that kind a year. I think one of the kids are as keen as we are to prove that Monkton Wyld won't be another failure."

At present there are only 46 children in the school. About half are financed by L.A.s, the rest are paid for by their parents. In 1973 there were about 60 students. The staff are about declining numbers, but the necessity of the school and the high

staff to children is undoubtedly one of its greatest assets.

"Our problem is getting the younger age range, the 11 to 12-year-olds," said Cliff Cooke. "Most of the kids we get here are ones who have been through a number of previous schools, so they don't come to us until they're in their teens." Some of the staff wish there were more students from stable backgrounds who would help the emotionally disturbed children, many of whom come from broken homes or socially deprived areas. Others, like Steve Webster, think the school has provided its own stabilizing influence.

"We're small enough to make each person feel that they matter, and we've created an environment we can live with. We've learnt to handle the school by trial and error, and there's not much now that can take us by surprise." Five of the six full-time teachers have been at the school for more than three years, and one has been there for 17. Most of them are married and in their thirties, and the students often visit their homes in the nearby village of Churchmouth. There are also two resident matrons and several part-time teachers.

As there is no head, the staff share the duties of interviewing parents, showing people round the school and dealing with administrative and financial matters.

Besides the house and garden, there are farm buildings, and enough land to keep a small herd of cows and some poultry. The stables have been converted into dormitories. The boys and girls sleep in separate houses and the staff take it in turns to sleep on the premises during the day. "No don't patrol the dormitories or anything like that, but we're there in case of trouble," said Steve Webster.

The staff work closely as a group, and discuss problems concerning the children or administration as everyone knows exactly what is happening. They also arrange regular meetings with parents and social workers. Usually these take place in the afternoons, and it is one of the few times when children are not allowed to wander into the staff room.

One case of an over-aggressive boy, who had been involved in fights with other students, was discussed in detail by his mother, the family social worker and the staff. "He tells us he doesn't want to stay here: he wants to be at home," one of the staff told his mother at the meeting.

The mother said he was equally unhappy at home, and fretted about getting to school again. His father was used to beat his mother up; his father had left home and his mother was having to cope on her own.

"It's definitely his frustration about being able to take care of his mother makes him aggressive," said the family social worker. "The odd thing is that at home he provokes fights," said the matron, Nicola Maycock, "and he



Baseball, book-keeping and bee droons at Monkton Wyld.

Photographs by Rip Gemmell

gets the other boys to hit out at him but seldom fights back. He's always creating violent incidents but, when it comes to the crunch, I suppose he's frightened of becoming like his father, so he lets himself be the victim."

Everyone agreed that it would be best if the boy could be persuaded to stay on at school. The social worker planned to get more financial support for the family. His mother promised to keep in close contact with him, so that he would know what was happening at home. The staff considered ways in which his friendships with the other students.

Surprisingly, in spite of the odd fight, there is hardly any bullying at the school. Most of the children have felt rejected by other communities, and form a close

bond with each other. Apart from the occasional romance, the boys and girls treat each other like brothers and sisters.

"Some of the boys try it on from time to time, but most of us have boyfriends outside school," said Stella. "The bloke I go out with is a lot older than these boys. He's training to be an engineer in London, and comes down most weekends. There was one boy a lot of us fancied; he was at the top of the school when I first came here, but he left and became a policeman. We weren't so sure about him after that."

Quite a number of the senior boys want to join the services of the police force. Others are studying to become engineers or technicians, and one or two are considering going on with their studies at polytechnics or universities. A

girl of 17 in her last year has already been accepted by a London art school, and another wants to train as a dancer. Former students have become civil engineers, teachers, university lecturers, carpenters, porters and photographers.

"We get kids of all abilities. Few of them know what they want to do when they come here; they've been too busy robbing against everything," said Cliff Cooke. "Gradually it dawns on them that they're the ones who are ultimately responsible for their own lives and they start becoming more motivated. We don't push them into particular careers, but we help with whatever ambitions they may have. Our main idea is to send them into the world as more balanced, positive people, with as good a chance of survival as anyone else."



# And it's goodbye to him

by P. W. R. Foot

The formal business of saying goodbye to a school is often an embarrassment both for the teacher and those left behind. Parting is not always a sweet sorrow, but sometimes an agreed exorcism in hypocrisy.

Not untypical is the headmaster who bitterly resented the constant questioning from a young non-conformist (privately dubbed trouble-maker) at staff meetings, and who at the farewell said: "It is with great regret that we have to say goodbye to our esteemed colleague, who although he has only been with us a short time has endeared us all to him with his frank and open manner."

During 30 years' teaching in various

schools I have witnessed many comings and goings, and on the whole the going can, for instance, a teacher say why he is leaving when one of the reasons is the head?

Even to reply this would ensure that a quiet telephone call would be made that could put a teacher out of the promotion stakes for a considerable time. In the interstices I remember a young teacher who made a verbal onslaught on the head: He was off to a post in Australia, and evidently thought he was safe.

Etched in my memory is that terrible scene: the tea and cakes on the table, the staff sitting in a circle with eyes down. For after the eating and drinking, the presentation and the usual words, this young man let forth his diatribe against

the head. He complained of his inefficiency, his lack of understanding of children, and much more poured forth from this eight figure. The dem that had held his frustrations for two long years was suddenly broken.

The head, aged 60, and a sufferer from high blood pressure, looked in red amazement at the upstart, who had just bitten the head that had fed him with a 28-shilling book token. He was struck dumb. No one said a word. In the deathly silence that followed we all slid shamefaced into the shadows.

Retirement is another occasion, when the frustrated teacher might well cock a snook at authority. I remember a grand occasion when a retiring class teacher was being "honoured", the hall filled with friends and relatives, the platform groed

with the head, the education officer, the chairman of the governors. . . . In response to the general acclaim he 40 years of devoted service, and with a carefully prepared phrase, and without slyly making any statement for which he might be censured, implied that his administration was humbling, incompetent and corrupt, and that what any of the called educationists on the platform knew or cared about in education could be written on the back of a flea.

For the ordinary teacher, particularly today with so many brethren in the queue, it is harder than ever to go against the pricks. Harder still for women, although from my experience they get just as frustrated as men, fully in the secondary field.

Get rid of heads and you will get rid of many of the teachers' problems," someone suggested recently. Few heads move for promotion; many teachers do.

One, however, are the days when, as happened at one of my schools in the 50s, a head of the staff left at the end of their term, mainly because they couldn't stomach the head. No staff presentations and no farewell dinners. The head was read out, as though they were all to be executed at dawn. Nor were they told of the foreseeable future they need "to be in" for a post in that area.

Sometimes teachers themselves make rules about leaving presents. At one of my schools the rule was that no one received a present unless they had received for a minimum of two or three

years. Nothing was more embarrassing than to see gifts presented to one or two leavers, the third then being told that the rule forbade them receiving a present.

It was the longer-serving teachers who grumbled most. When it was my job to collect for teachers who were leaving, I was often greeted with the remark: "I've been here donkey's years, and I must have paid for my retirement present 20 times over." I disliked the collections, for it always seemed that those who could afford to be generous seldom were.

In some schools it is the staff and not the head who determines the warmth or coldness of a farewell. If a teacher is generally popular, he can be assured of a generous send-off, and I have seen many such. After all, when a head is

presented with a list of subscribers all of whom have contributed a pound or more, he or she cannot lose face by donating less; often they give more, even though it hurts.

Sometimes it is neither the staff nor the head who determine the warmth of the send-off. At a school in Wellington I remember a loving assembly at which two retiring teachers were invited to the platform to receive expensive presents. They both gave long, boring speeches; then the head called for three cheers. The response was half-hearted.

The head then added that they were also saying goodbye to Mr X, who had served the school for one year. He had been 30's form-master. The head was just about to add that that concluded the assembly when a shrill cockney voice

rose from the ranks of Indignant 3C. "What about three cheers for Mr X?" "The head was quick on the draw. "Yes," he said, "three cheers for Mr X. Hip, hip, . . ." I don't think I've ever heard such enthusiastic cheering. 3C had, it seemed, taken Mr X to his untimely heart. He had a way with tough kids. They loved him, and they were determined to show it.

So far as kids are concerned, their parting sorrows are genuine. Over the years I have collected a few leaving presents, but those I most treasure are those that came out of the blue, a complete surprise—and always from children or adolescents.

P. W. R. Foot teaches English at Landon Park School, London.

مكتبة الامم المتحدة

Salvete!

Elizabeth Henry looks critically at some of the literature and courses available in the teaching of classics

Classical teaching nowadays often looks rather like a fixture for Cambridge V. The rest... On the Cambridge side the forward-looking, the Project People, armed with tapes and slides and handbooks to reinforce their main strength, the ever-increasing supply of pamphlets... On the other side are all those who still use hardback books... Private, many on both sides are often ready to acknowledge some deficiencies in their own equipment... On the other side, traditionalists can insert some of the brilliant "vestibular" Latin of the Cambridge course... None of these three exponents really contributes much to answering the main question...

THE London Vocabulary ENGLISH and LATIN: Put into a new Method proper to acquaint the Learner with Things, as well as Pure Latin Words. Adorn'd with Twenty Six Pictures. For the Use of Schools. The Third Edition. By JAMES GRISSELL, Author of the English Grammar and now Rector of a Boarding School at Woodford in Essex.



ing where it was before: few people think it matters whether uris is called Ablative or Nominis and the Latin participle remains intransitive as ever... Some of the books which we need are not speaking. No one in the Project team or outside it has published vocabulary leaflets in a form to make learning more effective... Meanwhile, the team for the Cambridge Greek Course is producing its experimental version - and rumour says they have some of the answers.

In praise of moderation

Julius Gould on the history of revolutionary thought

Utopia and Revolution. By Melvin J. Lasky. Macmillan £15.00. 33 21333 5. This book is about the "splendours and miseries" of revolutionary thought... The dialogue of our time takes place in an open chamber of meaning... Lasky catches the mood of the book-one which insists through the lens of social thought and which insists that evil is neither total nor, pace [Lasky's] Arendt, banal and ambiguous.

and enthralling essay in the history of ideas. Over a decade was spent in its composition... The title of Marxism in fuelling revolutionary desire - the utopian element in Marxism, the democratic strain in Marx which his epigoni have often overlaid in practice and which periodically lit only tactically... The world is too unteachable to profit by the follies of past ages. Each age behaves as if it was the first... I think Lasky has almost the

stantly recreate the chimera of a perfectly just society and as consistently find their intentions frustrated or defeated. Lasky is, of course, writing in praise of moderation... Perhaps here Lasky's tempered nationalism and qualified optimism comes close in the surface... Perhaps here Lasky's tempered nationalism and qualified optimism comes close in the surface. This does not surprise me - for Utopia and Revolution is no coming-out revolutionary tract.

A view across the Channel

Britain Holmes on British and Western European schooling. London from Europe: A comparison of British and Western European schooling. By Max Wilkinson. Policy Studies £2.95. Wilkinson - journalist, writer, and concerned about most of the changes in our schools... The lesson he has drawn from Europe is that we should not be afraid to imitate. We are led to believe, in the Federal Republic of Germany, have managed to tolerate in their schools the use of the foreign language in a way which is more successful than we have.

schools. In castigating progressivism and accusing of its insidious and widespread influence, Mr Wilkinson develops his theory in a conspiracy theory. An alliance of ultra-left Trotskyites (with little political muscle, as yet) established Marxism, centred on the Communist Party... The crux of Mr Wilkinson's argument is that in England and Wales, as in none of the European countries he refers to, teachers control what is taught and how it is taught and have, indeed, much that is sound in our system... Mr Wilkinson criticizes the School Mother's Project as too theoretical and pedantic. He dislikes it for its narrowness, its lack of concern with the child's individuality and how it should be brought up, and he says that the project is at best a "safe" alternative to the National Union of Teachers, vetoed any

discussing the underlying politics of curriculum definition and control... He deplores the fact that so few teachers know enough mathematics or science to teach either subject properly... He is entitled to his view and his comparisons are made with France, Sweden, the Netherlands and Germany, however, lack vigour. He merely describes the outcome of a protracted debate in these countries and does not analyse the politics of how they came about... Mr Wilkinson's comparisons are too ad hoc and superficial to carry much weight. They will undoubtedly and rightly offend Scotsman and may, in the event, persuade those who sympathize with him that after all we manage our affairs better than on the Continent. If so, it would be a pity that he had not refused to learn from Europe. Perhaps this ill-representative will force us to turn away from the United States for inspiration and towards France for guidance. I hope so.

Understanding Your HINDU Neighbour. John Ewan. Explores the colourful world of Hinduism, and the different forms of ritual and worship that form an integral part of Hindu lives, by using the reactions of two English children they meet in this country. 20 black-and-white photographs. Middle School level £1.95. Inspection copies available from LUTTERWORTH PRESS



16 Books/Work/Psychology

17 Children's Literature/Mathematics

All in a day's work
Paperbacks
Alasdair Clayre

Working. By Studs Terkel. Penguin £3.00. 14 055 124 7. Useful Toll: Autobiographies of Working People from the 1820s to the 1920s. By John Bennett. Penguin £1.00. 14 02 1994 3. The Hard Way Up: The Autobiography of Hannah Mitchell. Edited by Geoffrey Mitchell. Virago £1.75. 86068 002 9. Man's World, Woman's Place: A Study in Social Mythology. By Ellenbeth Jonevay. Penguin £1.00. 14 00 3940 6. Could there—and should there—be a kind of education where we learn about the world primarily through understanding other people's experiences of work? If so, two of these books at least will be particularly helpful and the other two not entirely irrelevant.

views in Working) how much pain is caused by people who respond to them only as providers of an omnimodal service. Third, there is the famous gap between school and the world of work, the fact that the content of modern education is in some respects still a preparation for a clerical or academic world into which most children will not permanently enter. If the resources of imagination and scholarship now devoted to understanding the details of the lives of past monarchs and politicians, or even of famous artists, and poets, were turned to understanding the lives of people who do ordinary work, then the balance between the supposed "dullness" of the world of everyday work and the "interest" of every other world would be by that very shift of resources changed. As Kenneth Clark and Gomblich have argued, landscape painting creates much of the richness of feeling with which we invest nature; careful and loving study of any area of experience, even if it does not simply reflect interest.

And yet there are obvious problems in this kind of history and this kind of social study: and these books provide examples of them. First, there is the problem of formlessness, endlessness and arbitrary selection which is inherent in any work which contemplates any single set of autobiographies, or of tape recorded accounts. Clarice II has a definite place in history, but with the particular steelworker who talks to Studs Terkel there is a question: Why should one attend to his experience, more than to any other steelworker's, or anyone else's at all? But then a second question arises: "Where is the shape?" Randling novels can be criticised as just as arbitrary a way of tidying up other people's experience. But the taped interview, unlike the novel, may tend to sprawl and may seem just as many yards of speech cut off by chance and printed. I do not think there is an answer to all this difficulty, except to admit to all this difficulty and to ask these questions in his introduction and he mentions a particular bias in the sample of working people's



othere may be envisaged. They cannot be taken as final and unique evidence of "what happened" any more than tape-recorded interviews can be. There is no such evidence, in principle, and the only solution is to offer several different kinds of evidence in any person's education, with some stressed exclusively. John Bennett seems to answer these questions in his introduction and he mentions a particular bias in the sample of working people's

Remembrance of things past
C. J. Willig

The Psychology of Memory. By Alan D. Baddeley. H.P. £10.45. 465 06736 0. £5.45 06396 009 7. Readings in Human Memory. Edited by John M. Gardiner. Methuen £6.00. 416 79210 3. £2.95 416 79220 0. In recent years there has been a considerable change of emphasis in the psychological study of memory and this has led to a conception of memory as an active interpreter of information rather than as a responder to stimuli. Research now focuses on the varied ways in which people encode incoming material, recall it to their previous experience and access it to their present goals. One of the key issues in this research is the distinction between the two systems of memory, the short-term and long-term, or, as it is sometimes called, the sensory and the long-term memory. A further major theme of current research centres on the proposed existence of two forms of memory, short-term and long-term, or, as it is sometimes called, the sensory and the long-term memory. A further major theme of current research centres on the proposed existence of two forms of memory, short-term and long-term, or, as it is sometimes called, the sensory and the long-term memory.

If it moves, test it
Seamus Hegarty

Psychological Testing: The measurement of intelligence, ability and personality. By Paul Kilmer. H.P. £4.75. 0 460 14008 6. Advances in Psychological and Educational Measurement. Edited by D. N. M. de Groot and L. J. T. van der Kamp. Wiley £14.00. 0 417 01817 1. The recent controversies over IQ testing have once again focused public attention on psychological testing. As frequently happens in this kind of uninformative debate, two sets of polarised attitudes emerge. On the one side, there is the orthodox brigade—we're all individuals and we should be treated as such. On the other side, there is the assessment and testing brigade—if it moves, test it. Such polarisation is unfortunate. It does not help either in clarifying the role of psychological testing or in pinning down the real difficulties which beset it. Kilmer makes some effort to tackle these problems. He attempts to show why we break up behaviour as we do and why we use categories such as intelligence and personality in explaining it. Indeed, this theoretical underpinning is the main burden of the book. The text and books of test construction, out of test, selection, and use, are given priority in the text. The theoretical provision will not be to everyone's satisfaction, but

High risks
Land and sea

Enterprise in a Mixed Economy. By Jack McGill. Blackie and Son £15.5. 216 964. In November, 1976, a conference of industrialists, unionists, politicians, educators and economists met at the International Forum held in Edinburgh to discuss the role of the state in the economy. The conference was chaired by the Scottish Council (Development Industry), to spend two days debating subjects of particular importance to the economy of Scotland. Enterprise in a Mixed Economy is a detailed record of the proceedings, based on the submitted and the published material, and incorporating the editor's own views on the subject. Much of the discussion is centred upon the role and functions of the entrepreneur today, not constraints placed upon him by the complexity of industry in a modern world, but the conclusions reached by the author in his own mind. The book is divided into three parts: the first part, which is the longest, is devoted to a study of the role of the entrepreneur in the modern world, and the second part, which is the shortest, is devoted to a study of the role of the entrepreneur in the modern world. The book is a valuable contribution to the study of the entrepreneur in the modern world.

Among this week's contributors:

Julius Gould is professor of sociology at Nottingham University. Nelson Holmes is head of the Department of comparative education at the Institute of Education, London. Howard Sargeant is head of the Department of technical education at the Froebel Institute, London. The Economist is a weekly newspaper published in London. It is one of the leading newspapers in the world. The paper covers a wide range of subjects, including politics, economics, and culture. It is known for its high standards of journalism and its in-depth analysis of current events.

Myths of maths

Concepts of Modern Mathematics. By Ian Stewart. Penguin 80p. 14 02 1849 1. Algebraic and Arithmetic Structures. By M. S. Bell, K. C. Fusco and R. A. Leahy. Callier-Macmillan £9.00. 02 902270 3. How do you dispel the feelings of uncertainty and the lack of confidence with which many people approach mathematics? When I start to read a book such as Concepts of Modern Mathematics, which is addressed to parents and others who are uneasy with the mathematics now being taught in school, I wonder whether the author will have in mind a generalisation of the old adage: 'convey to the readers' knowledge and difficulties.

Feed the machine

Practical Approach to Computing. By Howard Sargeant. Wiley £15.00. 417 03324 3. Computers. By P. C. Sanderson. Heinemann £3.95. 408 431 8. final section discusses data processing today and in the future. A Practical Approach to Computing is a more specialised nature. Although programming, as such, is not covered, the volume does examine the subject in considerable detail from the programmer's point of view, and it not only assumes some knowledge of computers on the part of the reader, but presupposes that the reader will also have had some experience of drawing flow charts and writing programmes. Those students who have been dissatisfied with academic computer science courses on the grounds that they tend to over-emphasise numerical methods and the logic of electronic circuit design, to the neglect of the more practical application of data handling, will certainly find this a valuable and well-documented text, providing a comprehensive survey of the whole field of data handling, file processing and software possibilities.

Economaps

The World in Figures. The Economist Newspaper Ltd. 167.5. 85958 041 2. At a rough estimate, China has 810 million people and a growth rate annually of 1.6 per cent. At the other end of the scale, Pitcairn Island has a population less roughly estimated at 70 with a growth rate of -0.4 per cent, which makes the British 3.0 per cent look relatively high. Where else would you be able to find such information than in The Economist's new guide to world statistics, which reminds old hands of their world economic atlas of two decades ago?

Mind benders

Mathematical Carnival. By Martin Gardner. Allen and Unwin £6.50. 04793025 X. Mathematical Diversions. By J. A. H. Hunter and J. S. Miodochy. Constable £1.50. 48623110 0. He succeeds, in a new collection of his writings from Scientific American, as effectively as in the previous ones—and that is high praise. The range is as catholic, and the ingenuity as diverse as ever. But there is no cheating, and answers are provided for those who think 'it can't be done'. A well-known work by Hunter and Miodochy, now republished in a Dover edition, contains material of similar genre. It is particularly good in its explanations of methods of dealing with numbers, and mathematical problems, and letter-arithmetics.

Making ends meet

Money—the facts of life (second edition). By W. Ray Tolson. Woodhead-Faulkner 60p. 85941 054 4. This little book will be useful to anyone leaving school at 16 and about to start work. It deals clearly with all the basic facts of financial life—how money works and other deductions, banking, and mortgages and other forms of borrowing. The illustrations tend to break up rather than to amplify the text, however, and also suggest that only men own money. The book has two other irritating features: it brings up points in an inappropriate manner and says it is to be referred to later; and it tries to explain more than is needed—the explanation of PAYE, for example, is neither comprehensible nor necessary. Nevertheless, this book can be recommended. Its obtaining its second edition is a well-deserved achievement. Geoffrey E. Wood

Hundreds of years of clowning about

FRANCES FARRER on English clowning

Hobby horses and Dorby Tups, Harlequins and Joys, Little Tich, the great Grimaldi and his Pugilistic Vegetables: nostalgic names that conjure up a world almost lost.



families, as well as museums and galleries. The exhibition attempts to trace the history of clowning, reflecting the current interest in folk art and popular culture.

the ceramics are worth a close look. Sawdust rings were combined with theatre stages in the eighteenth century and equestrian feats with clowns, tightrope walkers, tumblers and jugglers.

From amphitheatres to pantomime was a short step for the clown and brings us to an era not so much dominated by Joe Grimaldi, almost certainly the first famous English clown, a legend in his own time with a following similar to those of footballers or rock musicians today.

At the end of Victoria's reign and the beginning of Edward's, clowns diversified yet again. Mainly varied but found homes in pantomime and music hall, more visual, knockabout, humorous, continued in the circus ring.



Grimaldi and his Pugilistic Vegetable.

raised the prices. On this occasion lavatory seat that becomes a gulf of gullit containing yards and pounds of sausages. The clown or clowness is an important modern effect. Doors fall off, mudguards and back seats eject passengers. The show is shown in from Ben's Circus and is rather a pity that you cannot see what it can do.

The eggs painted to copy the clown make-ups have become a regular feature of the circus and began in the 1940s and is no longer confined to the circus. There are two posters and photographs and props lent from circus and other organisations.

When the idea of a clown exhibition was first offered to Nottingham Council they were anxious to know what relevance it had to the city. Fortunately the organisers discovered the Nottingham connection: W. F. Wallcut of Beeston, who considered himself 'the Queen's Jester' after a Command Performance in 1844.

Wellcut aroused both ire and affection. Some people thought he was not traditional enough, but the city of Nottingham gave him a silver suit box. On a two costumes survive, showing that Wellcut was a horseman like many who shared his calling.

To keep the wheels turning

Owen Surridge on the Essex maintenance and repair service

When woodworking or metalworking machinery breaks down in an Essex school the crafts teacher has only to make a telephone call to the county's new equipment maintenance unit to bring swift attention from one of a small team of technicians newly established at Chelmsford.

This is the county's answer to a difficulty revealed by a crafts inspector, who was alarmed by the quantity of school craft equipment falling into disrepair for lack of a proper maintenance and repair service. For many years the repair work was carried out by an engineer in the architect's department, said Mr Leslie Taylor, the county supplies officer, but he could not cope with the machinery was deteriorating.

This arrangement dated from the days before educational expansion when there was far less machinery at the schools. Now, with about 4,700 machines worth upwards of £3m scattered about the county in 160 schools, merely to keep the machines running is well beyond the abilities of one man.

Moreover, we have control of the work," he said. "And we know it is being properly carried out in counties where there are sometimes difficulties because the job is not being done properly." The team's first job is to clear the backlog of repairs that has built up over the years and to establish a regular maintenance routine, each machine with its record card open subject to annual checks by a qualified engineer. The work involves inspecting machines, drills, welding equipment, heat treatment ovens, wood planers, circular saws, forges, mill-



Clowns adept once again. This is Clown Cavilcode, a company which performs in theatres, halls, schools and in the open air. They are sponsored by various bodies including the ILEA, for whom they work in special schools. Established five years ago, they hope ultimately to find a centre for clowning, with areas for performance and teaching and for displaying scripts, programmes, posters and film. They would also like to make video recordings of existing clowns to preserve in their 'living library'.

Poetry defined?

by Ian Patterson

500 Years of English Poetry (1). Part 1 The Early Years—the Metaphysicals

Cocetta and teachers booklet (50p) Educational Productions Ltd, Bradford Road East Ardsley, Wakefield, West Yorkshire, EA 50 plus VAT.

The approach is blunt. "Poetry is not divorced from ordinary life," we are told in the introductory remarks on the tape, "but comes out of it. Poetry is full of human interest... poets can see who our ordinary folk can only look."

with emotion and experience, that poets are special "folk" who can make us "share the joys, grief or rage, which is the total effect of the poem" so that "our lives become richer for the enlightenment that experiencing the poem has given us".

One of the results of this attitude is that it plays down rhetorical change so much as sometimes to deny it altogether. The choice of poems has been made to reflect the claim that, since personal experience is at the root of poetry, the best poems are those which speak directly and sincerely to the reader's own experience. The senseless, decorative diction is excluded, the pattern is simple, the poem's construction, where it exists, is "unfussy".

Beginning with Skelton's Morigeret Hussey, we are offered Barbara Allen, a carol, two pastorels (one by Nicholas Breton, one by Bartholomew Griffin), Spenser's Sonnet LXXXV from Amoretti, Dryden's Since there's no help or relief, and central Virginia Voyage, which includes "The Burning of the Ship of the Virgin", "The Burning of the Ship of the Virgin", "The Burning of the Ship of the Virgin", and "The Burning of the Ship of the Virgin".

omits the last line), and Ben Jonson's On My First Son.

Amazingly, there is no mention of music in connexion with the lyric in Elizabethan poetry, nor is there any mention of Sidney, Campion, Lodge, Donne, or the metaphysicals of the title, let alone Gascoigne or Wyatt or even Chaucer.

The texts are unrelieved, particularly in their punctuation which has been grossly modernized with regard to the syntax. But this is a minor matter compared with the oversights forced on the late Elizabethan poems which form the bulk of the selection.

deuts are asked what qualities "a pretty and well-mannered young woman . . . might share with a hawk".

No indication of the meaning of "gentle" in that context is offered at all. This carelessness runs through the sequence. The first part of a sonnet is called an octave instead of an octave, there is alleged to be a substantial development between the first and second stanzas of the Griffin, although they were published in the same year.

It is pointless to list all the faults of this package. But it does raise another serious question. I think: What is it for? The commentary on the tape assumes the role of teacher, issuing instructions and setting work guidelines. The student's other voice provides readings of poems (which are, incidentally, uninspiring, with occasional mistakes).

Beamish folk

Beamish Folk, a booklet containing quizzes, a wallchart and cutout models and buildings to make a nineteenth century model village of the town of Beamish in the North of England.

The booklet is beautifully printed and especially the wallchart which has pictures of vehicles in the Beamish collection. Though much of the material is obvious, it is to be used in conjunction with a museum collection, it could also be valuable for projects in other parts of the country on nineteenth century mining, transport, village life and farming.

From Sharples Photomechanics Ltd comes a new teaching kit designed to provide a working knowledge of the Moiré technique of serial analysis in sixth forms, universities, and further education colleges. The kit contains all the tools necessary to make to conduct experiments in Moiré and compression testing in metal as diametrical strain and shear stress deflection.

An audio date chart for Jubilee souvenir hunters

By David Birt

State of England. The story of 1,000 years of English monarchy. Spoken by David Weston and Richard Hampton.

Stores cassette recording Soundcast, 1230, Grosvenor Road, London SW1 EA 9D including VAT

It is just over an hour, this cassette being to bring alive the human voices of England's kings and queens in an easily listened to and readable way. Accurate in its facts, the story is linked and backed up by music evocative of the period and mood.

The human interest ranges from the details of Edward IV's reign, to information about Queen Elizabeth I's death of 280 lb. The recording does not merely tell us the anecdotal. For the most part, they learn at school or for the student, the recording is possible to include as much as possible in the way of genealogy, events and dates. At times it sounds curiously like a date book.

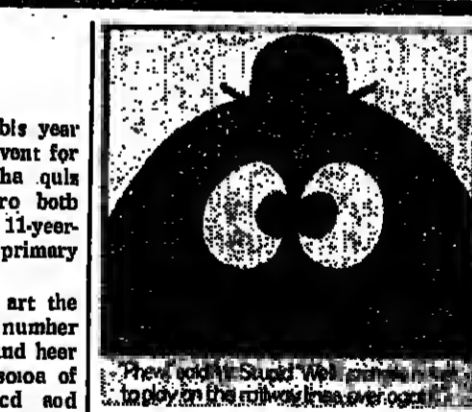
Kids as critics

The National Gallery has this year commissioned its summer advent for children from children. The audio-visual show were both devised by a class of 10 and 11-year-olds at St James Norfolk primary school in London.

As part of a project on art the class visited the gallery a number of times to make drawings and hear talks. Their comments on some of the pictures were recorded and these together with slides of the paintings and a musical introduction composed and played by pupils form part of the audio-visual show. This is an exhibition of their project work.

The comments are direct—almost always prefaced by "I like this picture" or "I dislike this picture"—or even "I hate the picture"—and often illuminating: the children have absorbed a lot of background information about the paintings. They point out details and effects which few people would notice.

The quiz sheets, which are available in the Orange Street entrance foyer take visitors on a trip round the gallery answering questions and making drawings. The 20 minute audio-visual show will be shown continuously in the moving picture room from 11.30 to 4.30 Mondays to Fridays inclusive.



British Rail has recruited Starkey and Hutch and one of Roger Hargreeves's "Mister" characters to warn youngsters about the dangers of trespassing and playing games on the railway.

For the very young, the story is about Mister Stupid, who after ignoring warnings about walking on the railway, is snatched from danger by Mister Strong. For older children, the story of how Starkey and Hutch save the lives of a young boy who has wandered on to the tracks is combined with an American shooting incident, so typical of the series.

British Rail has also produced a film 'The Whistling Line', which is offering to schools. Made with the cooperation of Hertfordshire schools—pupils act in the film—it uses shock tactics to get across the dangers of playing on and around railway areas, and is available from BR's local managers.

Ways with microforms

Microforms in Education, Working Paper 15, which is published by the Council for Educational Technology, takes a thorough look at all the microfilm equipment available and the types of material published in this form. It also gives a number of case studies illustrating how microfilm can be used in education and comes up with some ideas for potential use.

The booklet, which is written by Bernard Williams and Richard Fothergill costs £1.50 and is available from the Council for Educational Technology for the United Kingdom, 3 Devonshire Street, London W1N 2BA.

The Illustrated LONDON NEWS

THE ENEMY OF CIVILIZATION Edward Lucas-Smith GAINSBOROUGH'S GREATNESS Norman Moss THE PROSPECT OF CONFLICT IN SPACE Joan Bakewell PROFILE OF SIR HUGH CASSON Patrick Moore THE INCONSTANT SUN SPITHEAD REVIEW COLOUR PHOTOGRAPHS

Classified Advertisements
Index to Appointments Vacant, Wanted and other classifications

Table with columns for Appointment Type (e.g., Secondary Education, Remedial Posts), Number of Vacancies, and Classification (e.g., Scale 1 Posts, Headships).

Advertisements for various educational roles including Deputy Headships, Headships, and other posts across different regions like Berkshire, Devon, Kent, and North Yorkshire.

Waltham Forest Primary School Vacancies September 1977. Advertisement for a Primary School in Waltham Forest, London, listing various teaching positions and their requirements.

Classified Advertisements. A section providing information on advertising rates, contact details for the Times Educational Supplement, and a list of various educational vacancies.

Middle Scale 1 Posts continued. Remedial Posts. Haads of Department. SOLIHULL Metropolitan Borough of Education. MERTON Education Department.

Metropolitan Borough of Rochdale Education Department. Middle Schools. Kingsway Middle (10-13). Turl Hill Road, Rochdale OL16 4XA.

Walsall Metropolitan Borough Education Committee. Secondary. Brownhills Comprehensive School. Desklin Avenue, Brownhills, Walsall.

Scale 1 Posts. WEST SUSSEX COUNTY COUNCIL. WIRRAL Metropolitan Borough of Education. DURHAM COUNTY COUNCIL. ESSEX THE DEAN'S SCHOOL.

Metropolitan Borough of Rochdale Education Department. Primary Schools. Bullough Moor County (5-11). Regent Street, Heywood OL10 3BX.

Walsall Metropolitan Borough Education Committee. Primary. Wood Street, Langley, Middleton, Manchester M24 3QG. Tel. 081-843 7598.

Additional notices and contact information for various educational institutions and organizations.





HAVERING TECHNICAL COLLEGE

Heads of Departments (Grade III)

Salary: £7,020-£7,812 p.a. (inclusive of London Weighting)

1. Sciences

Divisions of Science, Mathematics and Physics. Courses for GCE, overseas students and servicing.

2. Social Services and Education

Divisions of Education, Nursery Nursing and Social Services. Courses include FE Teachers' Certificate, NNEB and Certificate in Social Services.

Well qualified candidates with good further education experience are invited to send for details naming the post to the Principal at Ardleigh Green Road, Northchurch, Essex RM11 2LL. Applications close on 21st September, 1977.

COLLEGES OF FURTHER EDUCATION continued

BRISTOL BRISTOL TECHNICAL COLLEGE AND MARITIME INSTITUTION Applications are invited for the following posts... 1. Nautical Studies... 2. Mechanical Engineering...

BURY Metropolitan Council Applications are invited from graduates of good standing in order to teach... 1. History of Science and Technology... 2. Design...

GLoucestershire COLLEGE OF DISTANCE EDUCATION Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GLoucestershire COLLEGE OF DISTANCE EDUCATION Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

HUMBERSIDE EDUCATION COMMITTEE Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

CHANNEL ISLANDS STATES OF JERSEY EDUCATION COMMITTEE Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

ESSEX DISTRICT COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

GATESHEAD METROPOLITAN COUNCIL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LEICESTERSHIRE

LONDON COLLEGE OF FASHION Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LIVERPOOL Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON

MERCHANT NAVY COLLEGE Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

DEPARTMENT OF COLLEGIATE ENGINEERING Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

TES Holiday offer

London College of Fashion Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Senior Lecturer and Lecturer II in Men's & Women's Wear Experience in at least one of the following areas is essential... (a) Production/practice engineering of structured garments...

Lecturer II in Fashion Modelling A person with broad fashion interests is required to assume responsibility for the one-year course for fashion models...

Lecturer I in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer I in Communication Skills This is a temporary post for one academic year only and carries through the commitment of a permanent member of staff on study leave...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

COLLEGES OF FURTHER EDUCATION continued

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

MID GLAMORGAN EDUCATION AUTHORITY BRIDGEND COLLEGE OF TECHNOLOGY DEPARTMENT OF CONSTRUCTION

Applications are invited for the post of Senior Lecturer. Applicants must be Graduate and/or Chartered Surveyors in building and quantity surveying...

Quantity Surveying, Building Services and Equipment, Construction Technology and Allied Subjects up to and including H.N.C. level and to assist with the administration of the department.

Application forms, to be returned by 10th August, 1977, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Council Offices, Sunnybese, Bridgend.

Southall College of Technology, Beaconsfield Road, Southall, Middlesex. Department of Commerce & General Education

GENERAL & COMMUNICATION STUDIES LECTURER I (Temporary Appointment)

LECTURER I required to teach mainly Communication and General Studies to engineering technician students on full-time courses...

Title is a temporary appointment and will be effective from 1st September, 1977, to 17th March, 1978, inclusive. Salary on Sunbom Basis: £2,468-£4,377 per annum, plus £132-£180 per annum.

Application forms available from the Registrar, Southall College of Technology, Beaconsfield Road, Southall, Middlesex (Tel. 01874 3448), to be returned not later than 28th August, 1977.

SCHOOL PROMS 1977 ANNOUNCEMENT

All available seats in the middle and upper orchestra and the central and side balcony are sold out.

Tickets are still available for the stalls, some of the boxes, arena and gallery.

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

TEMPORARY (3 YEAR) APPOINTMENTS Applications are invited for the following posts, which will be temporary on a three-year contract from September 1977 to 30th August 1980...

(a) Psychology and Remedial Education (3 posts) level standard (1 post) (b) Mathematics (1 post) (c) Speech Development with the Deaf (1 post) (d) Specialist for Remedial Education (1 post)

(e) English and Communication (2 posts) (f) Domestic Science (1 post) (C & G. Food & Family and G.C.S. (1 post) and A level) (g) Social Work (1 post) (Preliminary full-time courses) (h) Health Science and Human Biology (1 post) (Pre-nursing courses)

(i) Psychology and Remedial Education (3 posts) level standard (1 post) (j) Mathematics (1 post) (k) Speech Development with the Deaf (1 post) (l) Specialist for Remedial Education (1 post)

(m) English and Communication (2 posts) (n) Domestic Science (1 post) (O & C. Food & Family and G.C.S. (1 post) and A level) (o) Social Work (1 post) (Preliminary full-time courses) (p) Health Science and Human Biology (1 post) (Pre-nursing courses)

(q) Psychology and Remedial Education (3 posts) level standard (1 post) (r) Mathematics (1 post) (s) Speech Development with the Deaf (1 post) (t) Specialist for Remedial Education (1 post)

(u) English and Communication (2 posts) (v) Domestic Science (1 post) (W & C. Food & Family and G.C.S. (1 post) and A level) (w) Social Work (1 post) (Preliminary full-time courses) (x) Health Science and Human Biology (1 post) (Pre-nursing courses)

GATESHEAD METROPOLITAN COUNCIL

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LEICESTERSHIRE

LONDON COLLEGE OF FASHION Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

TES Holiday offer

London College of Fashion Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

Senior Lecturer and Lecturer II in Men's & Women's Wear Experience in at least one of the following areas is essential... (a) Production/practice engineering of structured garments...

Lecturer II in Fashion Modelling A person with broad fashion interests is required to assume responsibility for the one-year course for fashion models...

Lecturer I in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer I in Communication Skills This is a temporary post for one academic year only and carries through the commitment of a permanent member of staff on study leave...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

Lecturer in Beauty Therapy Candidates should possess City and Guilds Certificate 76 (formerly 397) and have good salon experience...

COLLEGES OF FURTHER EDUCATION continued

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

LONDON Applications are invited for the following posts... 1. Lecturer in Maritime Studies... 2. Lecturer in Maritime Studies...

MID GLAMORGAN EDUCATION AUTHORITY BRIDGEND COLLEGE OF TECHNOLOGY DEPARTMENT OF CONSTRUCTION

Applications are invited for the post of Senior Lecturer. Applicants must be Graduate and/or Chartered Surveyors in building and quantity surveying...

Quantity Surveying, Building Services and Equipment, Construction Technology and Allied Subjects up to and including H.N.C. level and to assist with the administration of the department.

Application forms, to be returned by 10th August, 1977, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Council Offices, Sunnybese, Bridgend.

Southall College of Technology, Beaconsfield Road, Southall, Middlesex.

GENERAL & COMMUNICATION STUDIES LECTURER I (Temporary Appointment)

LECTURER I required to teach mainly Communication and General Studies to engineering technician students on full-time courses...

Title is a temporary appointment and will be effective from 1st September, 1977, to 17th March, 1978, inclusive. Salary on Sunbom Basis: £2,468-£4,377 per annum, plus £132-£180 per annum.

Application forms available from the Registrar, Southall College of Technology, Beaconsfield Road, Southall, Middlesex (Tel. 01874 3448), to be returned not later than 28th August, 1977.

SCHOOL PROMS 1977 ANNOUNCEMENT All available seats in the middle and upper orchestra and the central and side balcony are sold out.







ENGLISH AS A FOREIGN LANGUAGE continuation

CENTRAL LONDON... (Text describing English as a Foreign Language courses)

EASTBURNK... (Text describing English as a Foreign Language courses)

SOUTHAMPTON... (Text describing English as a Foreign Language courses)

Appointments Wanted

BRITISH TEACHER... (Text regarding teacher appointments)

Education Department CAREERS OFFICER (Older Leaver Specialist) Post E424. Salary AP4/5 £3,366-£4,035 plus two supplements...

Suffolk County Council

Section Head. £5,286-£5,847\* Kingston. To be Head of the Awards Section of the Education Department...

Area Careers Officer. £5,181-£5,742\* Reigate. To be responsible to the County Careers Officer for the management of the Service in the South East Area...

Metropolitan Borough of Rochdale EDUCATION DEPARTMENT Primary Adviser. 8HT Group 10, £7,455 to £8,079 plus supplements of approximately £401 per annum.

SENIOR CAREERS OFFICERS. £3,474-£3,925 plus £312 pay supplement with Stage 2 supplement pending. (Ref. 132/77). The appointment is based in Dundee but the successful applicant...

Tayside Regional Council. Logo and name.

CORNWALL Education Department DISTRICT CAREERS OFFICER. £3,678-£4,407 p.a. (AP4/5) plus Stage 2 supplement. This post is based at St. Austell in the Restormel District...

LANCASHIRE COUNTY COUNCIL EDUCATION COMMITTEE DISTRICT YOUTH OFFICER. DISTRICT 2 (WYRE). SALARY: Southbury Main Range Points 10-14 (£3,957-£4,545) plus annual salary supplements.

EALING, HAMMERSMITH AND HOUSLOW AREA HEALTH AUTHORITY (Y) SENIOR HEALTH EDUCATION OFFICER (SCALE 9). £4882-£5857. A Senior Health Education Officer is needed to join a progressive team...

CARE CONCERN. Care Concern is an independent organization, offering care and attention to groups of children with special needs...

WESTMINSTER HOUSE, CHESTER. Westminster House is situated in a pleasant residential area of Chester, its main objective is to meet the needs of Senior Institutions of Disabled Boys and to assist them in acquiring the skills necessary for them to succeed...

Cheshire SOCIAL WORKER (SCHOOL BASED). £2,853-£3,702+ £312 p.a. supplement. CREWE AND NANTWICH. Are you an experienced and qualified Social Worker who is interested in school-based social work...

Coombe Lodge. The Further Education Staff College Blagdon, nr. Bristol BS18 6RG. DEPUTY DIRECTOR from 1st January, 1978. Salary: £9,678 + £180 supplement.

NATIONAL UNION OF STUDENTS. The NUS require two education advisers to work in its Education and Welfare Department. The first appointment is to cover education of the under 10 age group...

BBC SENIOR EDUCATION OFFICER (SCHOOLS). School Broodcasting Council. To be responsible under the Chief Education Officer for the coordination of potential consultation and field studies throughout the United Kingdom...

SCOTTISH ARTS COUNCIL ART DIRECTOR. Senior officer in charge of Art Department, responsible for preparing and carrying out the Council's policies and plans for the visual arts in Scotland...

TWO TEMPORARY SOCIAL WORKERS. In September 1977 our North East Regional Office will require two qualified Social Workers while two of our staff are training. The one year post offers opportunities to concentrate on preventative work with families...

CHURCH OF ENGLAND CHILDREN'S SOCIETY POST OF RESPONSIBILITY TUTORIAL UNIT EXPERIENCED TEACHER. required to lead a small team of three teachers in a new Therapeutic Unit opening shortly in South London. The teaching staff will be part of a larger team consisting of Residential Social Workers, Child Psychiatrist, Child Psychotherapist and Educational Psychologist.

SCRIPTURE UNION is looking for A BOOK EDITOR. to work on its last developing publishing programme. The person appointed must be in full sympathy with the aims of Scripture Union, and with the policy of concentrating on books for children and young people...

EDUCATIONAL REPRESENTATIVE. Ginn & Company Ltd. require a Representative for East Anglia/East Midlands/North London suburbs. Applications are invited from persons with a sound understanding of the education field in its broadest aspects.

Department of Education Advisory Division-Careers Careers Officer TES/171. AP4, £3,368-£3,702 plus maximum supplements of £312 p.a. (Phase 1) and approximately 5% up to £4 per week (Phase 2).

LEEDS. Logo and name.

Senior Careers Officer AP5/SO1. Croydon Careers Service requires a qualified and experienced Careers Officer to work with more able pupils and be responsible for careers work in the Croydon College of Design & Technology...

CITY OF SHEFFIELD EDUCATION DEPARTMENT CAREERS SERVICE

CAREERS OFFICER. £3,366-£3,702 (+Phase 1 & 2 supplements). Required to work as a member of a team responsible for the full range of careers work in schools and colleges of further education.

METROPOLITAN BOROUGH OF TRAFFORD EDUCATION DEPARTMENT SENIOR ADMINISTRATIVE OFFICER AP5/SO1. (£4,343-£5,065 inclusive of supplements). Applications are invited for the above post at South Trafford College of Further Education...



INSTRUCTORS (4) Salary Scale Technical Grade Points 9-13 £2,127-£2,445+ £442-£449 p.a. supplement

APPOINTMENTS WANTED continued FLORA TEACHER, ANNA LUMM, and a part-time employment at

Educational Courses LONDON THE UNIVERSITY POLYTECHNIC COLLEGE



E.E.C. Mother Tongue and Culture Project Required for September, 1977

Applications are invited from qualified teachers, whose qualifications are recognised by the D.E.S.

Contracts and Tenders

WOLVERHAMPTON Education Committee

If the teaching door is shut, the programming door is wide open.

Ferranti are looking for intelligent, go-ahead people to be programmers or trainee programmers.



Personal Announcements A PRIVATE ADVANCE

EMIGRATE BREWER & TURNBULL

IMMEDIATE ADVANCES REGIONAL TRUST LTD.

PERSONAL LOANS SALARIED PERSONS POSTAL LOANS LTD.

TEACHING

Exhibitions BRITISH MUSEUM WEALTH OF THE IRMAN

Entertainments DUKE OF YORK'S ARTS THEATRE

For Sale and Wanted Carpets Furnitures

Home Exchange Holidays

Partnerships

Holidays and Accommodation ATTENTION GROUP ORGANIZERS

FIELD STUDIES MOUNTAINCROFT

ADULT ONLY ACTIVITY HOLIDAYS

Home Exchange Holidays

Properties for Sale and Wanted

Theatre and education Summer awakenings

Weather Neill

Apprentice clowns at a workshop run by Chris Harris

Typing and Duplicating

CONTRACT

THE TIMES EDUCATIONAL SUPPLEMENT 29.7.77

Arts/Reviews

The moving waters renew...

Patrick Carnegy on 'The Ice Break'

Photography In the blink of an eye

Patrick Carnegy on 'The Ice Break' Stravinsky once described to Robert

Photography In the blink of an eye Frances Farrer

Photography In the blink of an eye

Photography In the blink of an eye

Photography In the blink of an eye

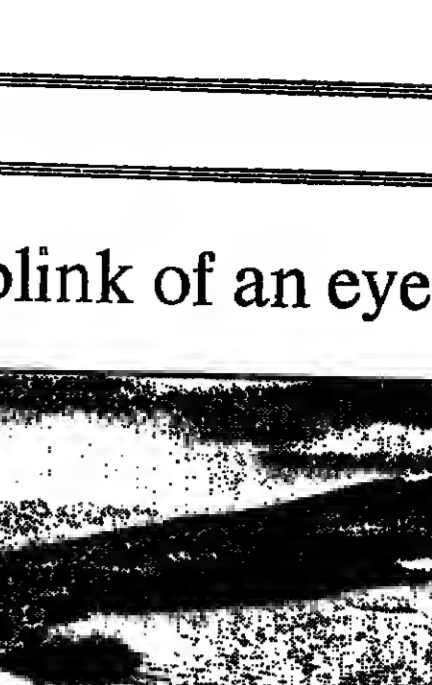
Photography In the blink of an eye

Photography In the blink of an eye

Photography In the blink of an eye

Photography In the blink of an eye

Photography In the blink of an eye



Crocknall, Co Donegal, by John A. Davies.

Photography In the blink of an eye

Photography In the blink of an eye

Photography In the blink of an eye